



Early Childhood Higher Education Programs
Self-Study Report Cover Sheet

Institution/College: Weber State University

Mailing Address: 1301 Edvalson Street Dept 1301, Ogden, Utah 84408-1301

Website address: http://www.weber.edu/chfam

State: Utah Date Submitted: June 30, 2017

Full Name of Each Degree Program Seeking Accreditation (e.g., A.S. in Early Childhood):

A.A.S. in Early Childhood

Campuses (list campus names and distance from main campus)

Ogden (main campus)

Layton (about 12 miles from main campus)

Online Classes: Are online classes offered to students in any of the degree programs listed above?
Yes No

If yes, what percentage of courses in the program is offered online? (Check one)
25% or less 50% or less More than 50% 100%

Confirmation of Eligibility Requirements

Table with 5 rows containing eligibility requirements: (1) Institution accreditation, (2) Program designation, (3) Specialized degree requirements, (4) Field experiences, (5) Graduated individuals, (6a) Faculty requirements.



**Early Childhood Higher Education Programs**

childhood/family studies. This faculty member must serve as either the primary or secondary contact. One person may serve this role in multiple programs.

(6b) (for baccalaureate and master’s degree programs) The faculty for the baccalaureate and master’s degree program(s) includes a) at least one full-time faculty member whose primary responsibilities are in the early childhood program(s) submitted for review and b) who holds a terminal degree in early childhood education, child development, child and family studies, or a related discipline with at least 18 graduate credits in early childhood/family studies. This faculty member must serve as either the primary or secondary contact. One person may serve this role for multiple programs.

Faculty member who meets Eligibility Requirement #6: Sheila Anderson, Teri Henke, Carrie Ota, & Wei Qiu

*Our institution intends to pursue accreditation for the degree program(s) listed above. By signing this statement, I confirm that each degree program listed on this Self-Study Report is maintaining all of the eligibility requirements listed above. We verify that the information contained in this report is an accurate representation of the program’s characteristics.*

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Signature Jack Rasmussen

**NAEYC EARLY CHILDHOOD ASSOCIATE  
DEGREE ACCREDITATION**

**JUNE 30, 2017**

**WEBER STATE UNIVERSITY, UTAH**

**SELF-STUDY REPORT  
FOR  
ACCREDITATION REVIEW  
(First-Time Accreditation)**

***2016 UPDATE***

NAEYC 1313 L Street, Suite 500 NW, Washington D.C. 20005-4101

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# THE ACCREDITATION CRITERIA AND STANDARDS

## PART ONE: PROGRAM CONTEXT

### **A. PROGRAM IDENTITY**

#### **Criterion 1: Mission and Role in Community**

The early childhood degree program has established a clear identity and role in its community and is responsive to community stakeholders.

### **B. DESIGN OF PROFESSIONAL PROGRAM**

#### **Criterion 2: Conceptual framework**

The early childhood degree program is based on a conceptual framework that is linked to the program's mission and values.

#### **Criterion 3: Program of Studies**

The program of studies is a coherent series of courses and field experiences that promote candidate learning in relation to the NAEYC standards.

#### **Criterion 4: Quality of Teaching**

The teaching strategies used by program faculty reflect the characteristics, instructional methods, and evaluation strategies that are likely to promote candidate learning in relation to the NAEYC standards. They reflect the current professional knowledge base and are responsive to the characteristics of the program's candidates.

#### **Criterion 5: Quality of Field Experiences**

The program's field experiences support candidates' learning in relation to the NAEYC standards.

#### **Criterion 6: Supportive Skills**

Programs ensure that candidates have the skills needed to gain competence in relation to the core standards.

#### **Criterion 7: Role in the Professional Pipeline**

The program of study contributes to opportunities for early childhood professionals to build on prior credentials and prepare for future professional growth opportunities.

### **C. CANDIDATES**

#### **Criterion 8: Qualifications and Characteristics of Candidates**

The program encourages enrollment of a diverse group of candidates who have potential to succeed as early childhood educators.

#### **Criterion 9: Advising and Supporting Candidates**

The program ensures that candidates are adequately advised and supported.

## **D. FACULTY**

### **Criterion 10: Qualifications and Composition of Faculty**

The program ensures that faculty demonstrate the qualifications and characteristics needed to promote candidates' learning in relation to the NAEYC standards.

### **Criterion 11: Professional Responsibilities**

Faculty responsibilities allow them to promote candidates' learning in relation to the NAEYC standards.

### **Criterion 12: Professional Development**

Faculty are provided with professional development that strengthens their ability to promote candidates' learning in relation to the NAEYC standards.

## **E. SUPPORTIVE INFRASTRUCTURE AND ORGANIZATION OF PROGRAM**

### **Criterion 13: Program Organization and Guidance**

The program's organization and guidance are mission-driven and participatory, placing the needs of candidates as its first priority.

### **Criterion 14: Program Resources**

The program has sufficient resources to support its efforts to promote candidates' learning in relation to NAEYC standards.

## **PART TWO: PROGRAM CONTENT AND OUTCOMES**

### **F. LEARNING OPPORTUNITIES**

The program provides learning opportunities that explore key elements of the NAEYC Accreditation Standards for early childhood professional preparation programs. These learning opportunities are connected to and prepare candidates for assessment.

### **G. ASSESSMENTS AND EVIDENCE OF CANDIDATE PERFORMANCE**

The program assesses and is documenting evidence of candidate performance related to the NAEYC Standards for early childhood professional preparation programs. Data collected on candidate performance are used to make ongoing improvements in the program that respond to documented candidate needs.

## **The Standards\***

Standard 1: Promoting child development and learning

Standard 2: Building family and community relationships

Standard 3: Observing, documenting, and assessing to support young children and families

Standard 4: Using developmentally effective approaches to connect with children and families

Standard 5: Using content knowledge to build meaningful curriculum

Standard 6: Becoming a professional

*\*The standards referenced in this Self-Study Report template are the NAEYC Standards for Initial Early Childhood Professional Preparation Programs, which pertain to associate, baccalaureate, and many master's degree programs. Master's degree programs that follow the NAEYC Standards for Advanced Early Childhood Professional Preparation Programs are encouraged to contact NAEYC staff for guidance in adapting this report template.*

# SELF-STUDY REPORT TEMPLATE

Save an electronic copy of this report template and use it to enter the narratives and charts required in your report. Be sure that your report responds to the Indicators of Strength for each Accreditation Criterion and Standard.

Please use a font size of 10 or 12 points when using this template, and stay within recommended page limits for each section as indicated.

# PART ONE: PROGRAM CONTEXT

What does the early childhood degree program provide to candidates to support their learning in relation to the NAEYC standards? What is important to know about the context of this program? How does this context (Part One of the report) inform the way that the program designs its learning opportunities and candidate assessments (Part Two of the report)?

## A. PROGRAM IDENTITY AND ROLE

### Criterion 1: Mission and Role

The early childhood degree program has established a clear identity and role in its community, as community is defined by the institution or program, and is responsive to stakeholders.

Rationale: Strong early childhood degree programs are closely connected with the community as they have defined it, and they respond to the growing need to prepare a workforce to serve young children and families. Stakeholders see the program as providing an important service.

#### **Indicators of strength:**

- The program has a clear sense of its mission and identity in meeting the needs of the community with which they identify.
- Others outside the institution or program recognize and value the program's role.

#### **Sources of evidence:**

1. Report: a one- to two-page description of mission and program identity in relation to the community.
2. Site Visit: Interviews with stakeholders as identified by the program



*Please provide a one- to two-page description of mission and program identity, in relation to the community as it has been identified by the program:*

The Early Childhood (EC) Program in the Department of Child and Family Studies at Weber State University is an Associate program that prepares university students to become early care and education professionals working with children and families in diverse settings. Aligned and grounded in NAEYC standards, the Early Childhood Program is guided by the following vision and mission statements and program philosophy:

### **Vision Statement**

The vision of the Early Childhood Program at Weber State University is to prepare well qualified teachers of young children, inspire a lifetime of learning and responsible leadership, through a faculty dedicated to teaching and the construction of knowledge. We aim to support adult learners in developing the knowledge, skills, and dispositions needed to reach their full potential as early childhood professionals. Our goal is that every candidate will be able to realize their dreams through course work and field experiences tailored to their personal and career goals. We believe that adults are independent and autonomous learners that should be given opportunities to actively engage in shaping learning processes and content, with the guidance of experts in the field of early childhood as well as current practitioners. To accomplish this, we seek to cultivate a sense of personal ownership and community building that deepens educational experiences and truly engages adult students in developing evidence-based practices and professional competencies for working with diverse children and families.

### **Mission Statement**

The mission of the Early Childhood Program at Weber State University is to provide a comprehensive curriculum that enables students to seek employment in any of the various areas of the field of Early Childhood Care and Education, working with children and families from diverse backgrounds through knowledge gain, skill development, and applied practice.

### **Program Philosophy**

The Early Childhood Program at Weber State University adopted a philosophy that includes a perspective about how learning occurs and how teaching, relationships, and environment influence learning. The program's philosophy stresses the importance of preparing dedicated and skilled professionals to work in the learning community knowing diverse theories including, but not limited to, the views of Erikson, Piaget, Vygotsky, Bowlby, Maslow, Bandura, and Bronfenbrenner.

The Early Childhood Program recognizes the responsibility of the faculty to interact with each candidate as an individual, values diversity, and recognizes that the candidate's behavior is a direct reflection of his or her life experiences.

In keeping with the Weber State University's mission and the Early Childhood Program's mission, we hold the following principles and strive to foster in students the awareness that:

- Learning occurs through active engagement.
- Connections to the real world are critical to learning.
- Critical thinking, reflection, and problem solving are skills that support success.
- Multiple measures of assessment provide a well-rounded insight of the learner's construction of knowledge.
- Knowing and understanding the families of children and the communities in which they live is key to enhancing a child's development and learning and paramount to involving families and communities.

- Cultural diversity of the family and developmental diversity of the child must be understood and appreciated.
- Utilization of multiple learning modalities addresses a variety of learning styles.

### **Community Connections**

Community responsiveness is a key component of the Early Childhood Program. The Melba S. Lehner (MSL) Children’s School is an on-site laboratory preschool of the Early Childhood Program, serving as a model of evidence-based practices in early care and education, a field placement site for observation, practicum, and student teaching, and a laboratory setting for early childhood research. Every year high quality childcare is provided to about 100 children aged two to five years and their families. The outreach of this children’s program into the community is evidenced by the expansion of the MSL Children’s School to serve the needs of faculty, staff, and students from different disciplines at Weber State University as well as children and families in the Ogden community.

Currently, the Early Childhood Program at Weber State University is actively involved in a variety of international, national, state, and local community organizations and agencies. Since 2014, the Early Childhood Program at Weber State University has established an academic cooperation with the Preschool Education Department at the Changsha Normal University and the Preschool Education Department at the Nanjing Normal University in China. Mutual visits and collaborative research and teaching in the field of early childhood education have been continuous between Weber State University and the two Chinese institutions.

At the national level, Early Childhood faculty members are actively involved in several professional organizations: National Association for the Education of Young Children, National Association of Early Childhood Teacher Educators, the EarlyEdU Alliance, Society for Research in Child Development, and National Council on Family Relations.

At the state level, the Early Childhood Program has representatives currently serving as leaders or active participants at: Early Childhood Utah, Utah State Advisory Council on Early Care and Education, State Office of Childcare, Help Me Grow Utah, Utah Association for the Education of Young Children, Utah T.E.A.C.H. Project, Utah Coaching Consortium, and Care about Childcare.

Local community partners with the Early Childhood Program include: Ogden-Weber Community Action Partnership, Davis Head Start and Early Head Start, Ogden United Way, Ogden Promise Prenatal-3, Hill Air Force Base Child Development Center, Your Community Connection Family Crisis Center, YMCA of Northern Utah, Ogden Division of Child and Family Services, Weber County Juvenile Court, etc. The Early Childhood Program works closely with a Child and Family Studies Community Advisory Board that represents diverse local community agencies serving families and young children. This board not only helps to assist and advise the Early Childhood Program in accomplishing the vision and mission, but also to address issues and concerns that currently confront children and families in the community. The regular meetings with the board look at concerns that local agencies are facing and potential support that the Early Childhood Program might provide. Most recently, the Early Childhood Program at Weber State University collaborated with the Help Me Grow Utah and United Way of Northern Utah to organize a *Help Me Know as My Child Grows Community Developmental Screening Day* on March 24, 2017. Over a hundred Early Childhood candidates from Weber State University participated in this community service project to assist families with completing developmental screenings and activities for children birth to five years.

## B. PROGRAM DESIGN

### Criterion 2: Conceptual framework

The early childhood degree program is based on a conceptual framework that is linked to the program's mission and values.

Rationale: Strong early childhood degree programs are more than a collection of courses. Strong programs gain coherence by developing, sharing, and implementing a clear, overarching mission and set of values.

#### **Indicators of strength:**

- The conceptual framework is linked to the degree program's unique mission and goals (Criterion 1) and to the NAEYC standards.
- The conceptual framework is a living document: developed collaboratively; clearly written and presented; and recognized and used by program faculty, candidates, field placement supervisors, and other stakeholders.
- The conceptual framework supports the program's commitment to diversity, equity, and inclusion and to preparing candidates to work in diverse, inclusive settings.

#### **Sources of evidence:**

1) Report:

- a one- to two-page summary of your conceptual framework and how it has been developed and used.
- a one-page description of plans to address challenges and build on current strengths in this area.

2) Site Visit: Interviews with faculty, candidates, and other stakeholders.

*Please provide a one- to two-page summary of your conceptual framework and how it has been developed and used:*

Weber State University Early Childhood (EC) Program uses the NAEYC standards and position statements along with the core considerations, guidelines and principles of developmentally appropriate practice to guide the development and use of a conceptual framework. The conceptual framework can be captured in the following adult education philosophy statement:

The primary purpose of our adult education program is to support adult learners in developing the knowledge, skills, and dispositions needed to reach their full potential as early childhood professionals. Our goal is that every candidate will be able to realize their dreams through course work and field experiences tailored to their personal and career goals. We believe that adults are independent and autonomous learners that should be given an opportunity to actively engage in shaping learning processes and content, with the guidance of experts in the field of early childhood as well as current practitioners. To accomplish this, we seek to cultivate a sense of personal ownership and community building that deepens educational experiences and truly engages adult students in developing evidence-based practices and professional competencies for working with diverse children and families.

This adult education philosophy can be broken down into the following elements:

1. A high-quality early childhood teacher preparation program that is aligned with the 2010 NAEYC Standards for Initial and Advanced Early Childhood Professional Preparation.
2. An individualized early childhood professional development system that is tailored to every adult learner's characteristics, needs, potentials, interests, strengths, knowledge, dispositions, personal and career goals, competencies, etc.
3. Diverse, evidence-based opportunities through coursework and field experience for adult learners to actively engage in independent and autonomous learning.
4. A caring community of adult learners supported by responsive early childhood faculty and practitioners that uphold high expectations.
5. A respect for diversity in everyone including adult learners, children, and families.

This conceptual framework was developed when Melba S. Lehner (MSL) Children's School, the program's laboratory preschool, was about to apply for candidacy of NAEYC Accreditation of Early Learning Programs in 2015. The associate and bachelorette programs were also pursuing possibilities to be accredited by NAEYC at that time. There seemed to be a need to develop a joint philosophy that would allow early childhood teacher education programs and the laboratory preschool in the same department to streamline and align with NAEYC standards. The team consisted of the department chair, all Early Childhood faculty members, and all staff in the MSL Children's School worked together through many discussions and draft revisions to finalize the program's conceptual framework. A Child Guidance World Cafe (March 2015) and an Appreciative Inquiry Summit (May 5-6, 2015) were held as part of this process with the whole team attending and providing insights. It was not until September 2016 when the department voted and accepted the final version of the conceptual framework.

*Please provide a one-page description of plans to address challenges and build on current strengths in this area:*

A major challenge faced by the Early Childhood Program is to continue to provide appropriate support in order to help candidates reach individual goals in the early childhood profession. Candidates in the Early Childhood Program are characterized by diverse characteristics, needs, potentials, interests, dispositions, and knowledge base. To help each candidate succeed in his or her personal and career goals, an individualized early childhood professional development system has been implemented.

To address this major challenge, every component of the Weber State University early childhood professional development system, e.g., coursework, assessments, field experiences, and mentoring, is aligned with the 2010 NAEYC Standards for Initial and Advanced Early Childhood Professional Preparation Programs.

A strength to build on is the caring community of adult learners that respects diversity and focuses on a relationship-based approach. Every candidate in the Early Childhood Program is assigned a faculty advisor who provides one-on-one mentoring with course selection, graduation timeline, career goals, and community field experiences.

Another strength to build on is the quality of field experiences, especially lab practicum and candidate teaching in the Melba S. Lehner (MSL) Children's School, the program's laboratory preschool. The MSL Children's School was accepted for candidacy in the NAEYC Accreditation of Early Learning Programs in February 2017 and is pending a site visit. Alignment with the NAEYC Early Learning Program Standards and Criteria helps improve the quality of the MSL Children's School where Early Childhood candidates are required to complete hundreds of hours of observations, lab practicum, and candidate teaching for different courses.

Since Fall 2015, a Practice-Based Coaching Model developed by the National Center on Quality Teaching and Learning has been implemented in five core required courses for Early Childhood candidates. The goal is to implement Practice-Based Coaching materials in Early Childhood course instruction, align candidate lab experience feedback and evaluation, and integrate the Classroom Assessment Scoring System (CLASS) observational tool for building observational skills, providing feedback, and evaluating course curriculum changes.

Finally, a challenge faced by the Early Childhood Program is to teach professionalism and leadership skills to candidates as well as to help them see themselves as members of the early childhood profession. A variety of efforts have been made to address this challenge. For example, the Weber State University Early Childhood Showcase is being held annually on campus where Early Childhood candidates present their best work in a poster format. Candidates must dress professionally at this event and use tri-fold posters boards or have their posters printed. The last Early Childhood Showcase was held on December 8<sup>th</sup>, 2016 and drew more than 100 student presenters. Starting from Fall 2015, a new course *CHF 4730 Early Childhood/Early Childhood Education Program Development* has been taught to prepare candidates with skills specific to leadership roles in early childhood education programs including: professional ethics, ensuring the health and safety of children, ongoing quality improvement, program leadership, planning, and management. The *Help Me Know as My Child Grows Community Developmental Screening Day* on March 24, 2017 (see Criterion 1) is another effort to help candidates identify and involve themselves with the early childhood professional field.

## Criterion 3: Program of Studies

The program of studies is a coherent series of courses and field experiences that promote candidate learning in relation to the NAEYC standards.

Rationale: Strong early childhood programs are more than a collection of courses. The program of studies has a logical, developmental progression and has sufficient depth and breadth of content to prepare candidates adequately to enter the field as professionals.

### **Indicators of strength:**

- The program has a combination of courses and field experiences that prepares candidates to have a positive impact on the lives of young children and families.
- Program requirements and the sequence of courses reflect the program's conceptual framework and the mission of the institution.

### **Sources of evidence:**

#### 1) Report:

- a one- to two-page summary of your program of studies and how it has been developed and used.
- the program of studies as published in your course catalog, including admission and graduation requirements, and concentrations or other degree program options. [Baccalaureate and graduate programs that have achieved national recognition through NAEYC's partnership with the Council for Accreditation of Educator Preparation (CAEP) may attach the document they provided in answer to Question 3 in Section I of the CAEP program report.]
- a catalog course list with brief course descriptions.
- a one-page description of plans to address challenges and build on current strengths in this area.

#### 2) Site Visit: Interviews with administrators and faculty

*Please provide a one- to two-page summary of your program of studies and how it has been developed and used:*

The Early Childhood (EC) Program at Weber State University uses the NAEYC Standards for Early Childhood Professional Preparation as the overarching document to guide the program of studies. Course offerings are aligned with all seven standards.

1. Promoting child development and learning
2. Building family and community relationships,
3. Observing, documenting, and assessing to support young children and families
4. Using developmentally effective approaches
5. Using content knowledge to build meaning curriculum
6. Becoming a professional
7. Early childhood field experience

Another document guiding the program of studies for both programs is the Weber State University general education requirement policy that applies to every associate program. These general education requirements add up to 35 credit hours and include coursework in: 1) Composition, 2) American Institutions, 3) Quantitative Literacy, 4) Computer and Information Literacy, 5) Humanities & Creative Arts, 6) Social Sciences, and 7) Physical Sciences and Life Sciences

*Please provide the program of studies as published in your course catalog, including admission and graduation requirements, and concentrations or other degree program options. [Baccalaureate and graduate programs that have achieved national recognition through NAEYC's partnership with the Council for Accreditation of Educator Preparation (CAEP) may attach the document they provided in answer to Question 3 in Section I of the CAEP national recognition report.]*

### **EARLY CHILDHOOD (A.A.S.)**

Program Prerequisite: Before beginning this program, a student must see the department advisor in McKay Education Building Room 248 (801-626-6411).

Grade Requirements: A cumulative GPA of 2.50 and a grade of B- or better in required major courses. Students will receive the final grade they have earned in each course. If a grade in a major course does not meet the minimum requirement for graduation, the student may retake the course once. In special circumstances, by the judgment of the department chair, the student may petition to the Early Childhood/Early Childhood Education Committee, as appropriate, to graduate with the lower grade.

Credit Hour Requirements: A total of 63 credit hours is required for graduation; 28 of these are required within the major.

#### **Advisement**

Students must follow the Department of Child and Family Studies Advisement procedures. Contact the department advisor located in the McKay Education Building, Room 248 (801-626-6411). (Also refer to the Department Advisor Referral List.)

#### **Admission Requirements**

Declare your program of study (see Program of Study (Major/Minor) Declaration).

To be allowed to work with children in the Melba S. Lehner Children's School for lab practicum, candidates must have clearance of criminal background check approved by the Utah Department of Health, Child Care Licensing Program. Look for more information on the Weber State University Fingerprinting Office website ([www.weber.edu/fingerprinting](http://www.weber.edu/fingerprinting)).

#### **General Education**

Refer to Degree Requirements for Associate of Applied Science requirements. CHF 1500 will fulfill both a major and general education requirement and is prerequisite to most Child and Family Studies Department major courses.

#### **Major Course Requirements for AAS Degree**

##### **Child & Family Studies Courses Required (minimum of 28 credit hours)**

CHF 1500 SS/DV - Human Development **Credits: (3)**

CHF 2400 - Family Relations **Credits: (3)**

CHF 2500 - Development of the Child **Credits: (3)**

CHF 2600 - Introduction to Early Childhood Education **Credits: (3)**

CHF 2610 - Guidance Based on Developmental Theory **Credits: (3)**

CHF 2620 - Planning Creative Experiences for Young Children **Credits: (3)**

CHF 2670 - STEM and Approaches to Learning in Early Childhood **Credits: (3)**

CHF 2860 - Practicum **Credits: (2-6)** (3 credit hours required)



CHF 2890 - Cooperative Work Experience **Credits: (1-6)** (3 credit hours required)

CHF 2990A - Seminar in Child Development **Credits: (1)** \*

**Note:**

*\* Should be taken in the last semester of the program.*

**Electives (minimum 18 credit hours)**

Select 18 additional credit hours with the approval of an advisor. Seek additional depth in Child and Family Studies and also select courses from across campus to enhance teaching competency in the areas of Art, Science, Literature, Music, Health & First Aid, etc.

**Note:**

*Advisors will suggest specific appropriate courses. Students should work closely with an advisor if they are planning to go on for a future Early Childhood baccalaureate or a teaching certificate.*

*Please provide a catalog course list with brief course descriptions:*

**CHF 1500 SS/DV - Human Development**

A survey course which addresses the developmental aspects of individuals across the lifespan. Course content encompasses the study of biological, cognitive, social, and emotional developmental changes of the healthy individual in the context of the family and society. It emphasizes and demonstrates the vital connections between theory, research, and application.

**CHF 2500 - Development of the Child**

Examines the major physical, socioemotional, and cognitive/language developmental milestones for children, both typical and atypical, through middle childhood. There is an emphasis on interactions between maturational processes and environmental factors. While studying developmental theory and investigative research methodologies, students observe children, evaluate individual differences and analyze characteristics of development at various stages. Prerequisite: CHF 1500.

**CHF 2600 - Introduction to Early Childhood Education**

An overview of the historical roots of early childhood education; theoretical approaches, developmentally appropriate practice, types and efficacy of early childhood programs; and political issues and ethical conduct within the early childhood profession. 3 hours lecture per week and 12 hours field observation. Prerequisite: CHF 1500, concurrent or prior enrollment in CHF 2500, or instructor consent.

**CHF 2610 - Guidance Based on Developmental Theory**

The development of a philosophy and a plan of action for guiding the child based on theories of development. Lectures combine with laboratory experiences to provide opportunity for building relationships with young children. Students complete a minimum of 24 hours practicum arranged by the instructor. Prerequisite: CHF 1500.

**CHF 2620 - Planning Creative Experiences for Young Children**

Development of attitudes, materials, and skills needed to plan and teach age, individually, and culturally appropriate curriculum for young children. Students complete a minimum of 24 hours practicum arranged by the instructor. Prerequisite: CHF 1500 and CHF 2610.

**CHF 2670 - STEM and Approaches to Learning in Early Childhood**

The purpose of this course is to build on a foundation of knowledge of developmentally appropriate practice for teaching integrated content in the disciplines of science, technology, engineering, and math (STEM) in early childhood settings. Fundamental approaches to learning will be employed to integrate learning across these disciplines. Students will develop meaningful curriculum content through hands-on learning experiences designed for children (birth through age 8) based on accepted learning standards in each content area. Prerequisites: CHF 2600, CHF 2610, and CHF 2620.

**CHF 2860 – Practicum**

Work experience which applies prior academic learning in a supervised setting. Prerequisite: For Early Childhood majors: CHF 1500, CHF 2500, CHF 2600, CHF 2610, CHF 2620, or consent of faculty advisor prior to registration.

**CHF 2890 - Cooperative Work Experience**

Open to all students in the Child and Family Studies Department who meet the minimum Cooperative Work Experience requirements of the department. Provides academic credit for on-the-job experience. Grade and amount of credit will be determined by the department and faculty advisor. Prerequisite: For Early Childhood AAS majors: CHF 2860, or consent of faculty advisor.

**CHF 2990A - Seminar in Child Development**

Discussion and analysis of readings and selected topics in growth, development, and education of the young child. Prerequisite: CHF 1500, CHF 2500, CHF 2600, CHF 2610, CHF 2620, and concurrent or prior enrollment in CHF 2860, or instructor's consent.

*Please provide a one-page description of plans to address challenges and build on current strengths in this area:*

One big challenge faced by the Early Childhood Program is the lack of full time faculty to teach all courses that candidates are required to take. There is currently an Early Childhood tenure track position available but it has not been filled for two years, causing the other faculty to shoulder the extra teaching and student mentoring responsibilities.

There is a growing need from candidates to take courses under diverse instructional methods including online, hybrid, and flipped classes, and courses taught in summer or on satellite campuses. The small faculty body makes it challenging for instructors to meet candidates' need while not overloading themselves. Another reason for early childhood courses to be less flexible with time and location is consideration of candidate practicum requirement. The program's laboratory preschool does not have funding to expand, to operate in summer, or run on a satellite campus. To send candidates to off-campus sites for practicum does not guarantee level the quality of coaching and supervision they are able to receive from the mentor teachers at the Melba S. Lehner (MSL) Children's School.

Another challenge in these programs of study is the lack of a course specifically designated to "early childhood documentation and assessment." Instructors have been addressing this challenge by incorporating an assessment component into every core early childhood course. For example, candidates must complete developmental screening and anecdotal record observations in *CHF 2500 Development of the Child*. In *CHF 2610 Guidance Based on Developmental Theory*, candidates complete weekly observational assessments on child behaviors, teacher-child interactions, and classroom environments. In *CHF 2620 Planning Creative Experiences*, candidates use pre- and post-assessments to guide curriculum planning. Early Childhood candidates have lots of opportunities to learn about and practice different types of early childhood assessments. To help candidates make informed decisions based on assessment results to guide teaching practices is something that instructors need to continue to work on.

## Criterion 4: Quality of Teaching

The teaching strategies used by program faculty reflect the characteristics, instructional methods, and evaluation strategies that are likely to promote candidate learning in relation to the NAEYC standards and supportive skills. They reflect the current professional knowledge base and are responsive to the characteristics of the program's candidates.

Rationale: Today, we know a great deal about how to promote the learning of candidates in early childhood degree programs. Teaching-learning experiences in strong programs reflect that knowledge base and are responsive to the characteristics of the program's candidates.

### **Indicators of strength:**

*NOTE: Indicators should be evident whether faculty are full-time or part-time, and whether courses are offered in day or evening, in distance or other formats, on- or off-campus.*

- The teaching-learning experiences offered in the degree program are consistent with the program's conceptual framework and the NAEYC standards.
- The content of the program's teaching-learning processes reflects the early childhood field's current knowledge base derived from research on early development and education and other professional sources.
- Teaching reflects current research about the role of faculty as facilitators of candidate learning and about learner-centered education that uses a variety of methods and strategies.
- Teaching reflects knowledge about and experiences with diverse populations of adults and is based on knowledge of cultural and individual adult approaches to learning.
- The program continuously evaluates the quality of its teaching-learning processes and uses the results, including candidate performance data, to improve the program and to promote all candidates' learning in relation to the NAEYC standards.

### **Sources of evidence:**

- 1) Report:
  - a one- to two-page summary of the program's quality of teaching.
  - a one-page description of plans to address challenges and build on current strengths in this area.
- 2) Site Visit: Interviews with faculty and candidates; observations of classes that illustrate indicators of strength.

*Please provide a one- to two-page summary of the program's quality of teaching:*

**The teaching-learning experiences offered in the degree program are consistent with the program's conceptual framework and the NAEYC standards.**

Our program's conceptual framework is grounded in adult learning theory. Key assumptions include that adults are independent and autonomous learners that should be given an opportunity to actively engage in shaping learning processes and content. The role of faculty and mentor teachers is to guide and cultivate a sense of personal ownership and community building that deepens educational experiences and engages adult candidates in developing evidence-based practices and professional competencies for working with diverse children and families. Teaching content and processes are aligned with the 2010 NAEYC Standards for Initial and Advanced Early Childhood Professional Preparation Standards. For example, in courses with field experiences conceptual knowledge is linked to application using the Practice Based Coaching (PBC) model of Know – See – Do. Candidates first learn evidence based teaching practice and why the practice is important for child development. Then have opportunities to observe and identify the practice. The next step is implementing the practice and learning contextual adjustments with support and feedback from mentor teachers.

**The content of the program's teaching-learning processes reflects the early childhood field's current knowledge base derived from research on early development and education and other professional sources.**

To ensure that program content reflects the field's current knowledge base, the NAEYC position statement Developmentally Appropriate Practice provides a foundation for course content. Additional, text books and readings for courses are carefully selected to ensure content reflects current evidence based practices. Faculty consistently attend annual Early Childhood Education conferences and stay abreast of current trends in the field. Program content is regularly reviewed to ensure consistency with contemporary research and current trends. Examples of recent updates include National Center for Quality Teaching and Learning process quality videos, child care licensing foundations training, and developmental screening practices consistent with a statewide initiative. In addition, we have recently added courses on early childhood language and literacy, STEM, and infancy. One area we are working on strengthening is assessment of children. Two faculty members have received a grant to review and update assessment plan and protocols used by the lab school and course content.

**Teaching reflects current research about the role of faculty as facilitators of candidate learning and about learner-centered education that uses a variety of methods and strategies.**

Faculty use a variety of teaching strategies that reflects current research about their role as facilitators. These include in-class discussions, reflective assignments, experiential learning and application, peer review, collaborative group assignments, and critical analysis of research and advocacy issues. An example of the faculty role of facilitators is the PBC framework. Collaborative relationships between faculty, mentor teachers and candidates are established to facilitate the learning process. Faculty guide candidates through a self-assessment of skills (strengths and needs) and priorities to set goals. Mentor teachers provide weekly focused observation feedback that candidates reflect on and use to plan next steps.

**Teaching reflects knowledge about and experiences with diverse populations of adults and is based on knowledge of cultural and individual adult approaches to learning.**

Our conceptual model emphasizes individualized learning tailored to learner characteristics, needs, potentials, interests, strengths, knowledge, dispositions, personal and career goals, and competencies.

Throughout the program, learning experiences focus on constructing a professional identity, and teaching and learning philosophy. Faculty use a variety of learning strategies to support this process. Each candidate has a faculty advisor to support them in planning an individualized program of study. Candidates receive detailed individualized feedback on written reflective assignments. Candidates may select topics of interest that support their career goals for research and advocacy assignments. Candidates in the curriculum planning course receive individual mentoring in planning learning experiences for children. Field experience candidates develop their own goals as a foundation for focused observations weekly feedback. Student teachers receive individual mentoring throughout their experience and have an individualized oral exam with faculty instructors. When candidates need remediation, a faculty committee considers candidate strengths and needs and works with candidates to develop appropriate supports. Once a year candidates showcase their best professional work in the Early Childhood Showcase. The process of developing a professional identity culminates as candidates receive mentoring in constructing a professional portfolio to document their professional competencies and identity. Candidates also develop a resumé and receive individualized coaching in interviewing skills to help them successfully communicate their professional identity to others.

Respect for diversity is a key element of our conceptual model. Examples of teaching strategies include using discussion strategies that create opportunities for faculty and candidates to learn about the beliefs and cultures within the class community of learners. This facilitates trust and openness. Provocations are posed to foster discussion of diverse perspectives. Case study problem solving is used to consider ethical dilemmas dealing with potential cultural conflicts. Classroom activities such as role-play and guest speakers foster exploration of culturally diverse values and experiences. Professional cultural competence and culturally responsive practices are taught. Candidates also explore the history of critical issues of cultural diversity in Early Childhood Education and connect these issues to their own experiences and contemporary trends in the field through reflective writing.

**The program continuously evaluates the quality of its teaching-learning processes and uses the results, including candidate performance data, to improve the program and to promote all candidates' learning in relation to the NAEYC standards.**

Our program uses a continuous quality improvement model. The program strategic planning includes a 3-year plan that outlines goals and strategies for the next three years. At the end of each semester faculty meet to review assessment data and adjust. Candidate performance data include the Classroom Assessment Scoring System (CLASS), Teacher Practices and Beliefs Q-sort, Student Teaching evaluations, Professional Portfolios, and a Capstone exam. All measures are aligned with NAEYC standards for professional preparation. In addition, faculty and mentor teacher qualitative observations and reflections are used to inform program improvements and promote candidates learning. In the 2017-2018 school-year data from accreditation key assessments will be added.

Faculty performance evaluation, progress towards tenure, and promotion includes assessment of quality teaching. Faculty document progress towards quality teaching through analysis of student evaluations, use of innovative teaching practices, peer observations and feedback, development of skills through ongoing professional development, and use of community engaged learning strategies. The university also requires an annual report of student outcomes.

*Please provide a one-page description of plans to address challenges and build on current strengths in this area:*

Challenges to address include increasing faculty knowledge and implementation of cultural adult learning strategies, strengthening child assessment program content, strengthening the use of professional portfolios to foster individual professional identity, and effective use of key assessment data.

**1. Faculty knowledge and implementation of cultural adult learning strategies.** All faculty have completed university training on foundational strategies for working with diverse candidates and ethics. Some faculty have completed additional training sponsored by the Diversity Center on campus and have developed inclusivity policies for courses. Some candidates who are learning English as a second language in our program have demonstrated high levels of competency in practice, but struggle with the written articulation required on comprehensive exams and other assignments. To date these candidates have been encouraged to take advantage of the campus Writing Center but the work-study candidates hired for the Writing Center have limited to capacity to work with those candidates for whom English is not their native language. Our plan for improvement is to capitalize of strengths by working with the campus Diversity Center to evaluate program practices and identify ways to strengthen instructional strategies. This will include identifying and implementing strategies across program course work that are aligned with NAEYC professional preparation standards.

**2. Strengthening child assessment program content.** Currently, there is not a course focused solely on observation and assessment. The lab school has a systematic assessment plan, but it has not been fully implemented. To address this challenge two faculty members have received a grant to purchase assessment tools and data systems. Implementation in the lab school and course work will take place over the next two years.

**3. Strengthening the use of professional portfolios to foster individual professional identity.** Currently, candidates begin a professional portfolio in the Introduction to Early Childhood Education course, and complete their portfolios several semesters later during the Senior Seminar course. We will capitalize on this strength by integrating professional portfolios throughout core course work. This will be accomplished by having candidate in core early childhood courses update professional portfolios at the end of each semester.

**4. Effective use of key assessment data.** During the self-study process faculty identified key assessments. Grading rubrics have been updated to be consistent across courses and aligned with NAEYC professional preparation standards. Currently, data collection and aggregation methods are being developed. The next step will be to analyze the data and apply findings to inform and refine teaching practices.



## Criterion 5: Quality of Field Experiences

The program's field experiences support candidates' learning in relation to the NAEYC standards.

**Rationale:** Candidates will understand and apply the competencies reflected in the NAEYC standards when they are able to observe, implement, and receive constructive feedback in real-life settings.

### Indicators of strength:

- Field experiences are consistent with outcomes emphasized in NAEYC's standards, are well planned and sequenced, and allow candidates to integrate theory, research, and practice.
- When the settings used for field experiences do not reflect standards of quality, candidates are provided with other models and/or experiences to ensure that they are learning to work with young children and families in ways consistent with the NAEYC standards.
- Faculty and other supervisors help candidates to make meaning of their experiences in early childhood settings and to evaluate those experiences against standards of quality.
- Adults who mentor and supervise candidates provide positive models of early childhood practice consistent with NAEYC's standards.
- Field experiences expose candidates to a variety of cultural, linguistic, and ethnic settings for early childhood care and education.
- Field experiences provide opportunities for candidates to observe and practice in at least two of the three early childhood age groups (birth-age 3, 3-5, 5-8) and in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)

### Sources of evidence:

1) Report:

*(Option 1)*

- a one- to two-page description of program's approach to using field experiences.
- program chart of field experiences (see example below)
- a one-page description of plans to address challenges and build on current strengths in this area.

*(Option 2)*

- Baccalaureate and graduate programs that have achieved national recognition through the partnership with the Council for Accreditation of Educator Preparation may submit their response to Question 2 in Section I of the CAEP program report in lieu of the two narratives + program chart above.

2) Site Visit: Interviews with faculty, candidates, cooperating teachers, and other supervisors

*If using Option 1, please provide a one- to two-page description of program's approach to using field experiences:*

The structure of coursework in the Early Childhood (EC) Program provides many opportunities for field experiences. Observations and placements in the Weber State University Melba S. Lehner (MSL) Children's School (laboratory preschool) and the Weber State University Charter Academy (laboratory kindergarten) are critical to meeting the outcomes in many of our core courses.

**Field experiences are consistent with outcomes emphasized in NAEYC's standards, are well planned and sequenced, and allow candidates to integrate theory, research, and practice.**

Field experience candidate outcomes and evaluation are aligned with NAEYC standards. Field experience sequence is outlined in the table below. Field experience hours begin in the Introduction to Early Childhood Education course with 12 observation hours in a variety of community and campus settings, with different ages of children. Candidates in the Child Guidance course complete 24 hours a semester in the lab school focusing on establishing trust relationships and applying positive guidance strategies based on child development theory. Candidates in the Curriculum Planning course spend 24 hours a semester in the lab school focused on designing learning experiences based on developmentally appropriate practice, linked to standards, and theoretically supported. During student teaching, candidates take on the lead teacher role for 20 hours a week for five weeks. Before graduating candidates complete 10 hours a week of cooperative work experience with a community partner to facilitate transition to the workforce.

**When the settings used for field experiences do not reflect standards of quality, candidates are provided with other models and/or experiences to ensure that they are learning to work with young children and families in ways consistent with the NAEYC standards.**

When candidate field experiences do not reflect standards of quality, faculty use a variety of strategies to ensure learning practices consistent with NAEYC standards. Strategies include class and individualized discussions comparing experiences with evidence based practices. Viewing and evaluating video observations. Reflecting on the impact of observed practices on child development and learning.

**Faculty and other supervisors help candidates to make meaning of their experiences in early childhood settings and to evaluate those experiences against standards of quality.**

Faculty use a variety of strategies to help candidates make meaning of their field experiences and evaluate experience against standards of quality. Examples include reflective journals that require candidates to connect field experiences to course concepts, focused observation and feedback, reflective documentation of learning experiences, critical thinking discussions comparing what was observed to evidence based practice. Evaluating and reflecting on video self-observations, and peer feedback.

**Adults who mentor and supervise candidates provide positive models of early childhood practice consistent with NAEYC's standards.**

To ensure positive models consistent with NAEYC's standards our lab school is pursuing NAEYC accreditation. In addition, the lab school mentor teachers have completed a series of Coaching Credential Courses, and performance evaluation is being strengthened to align with NAEYC standards. Cooperative work experience mentors are preapproved by faculty. Faculty meet frequently with candidates to ensure mentor models are consistent with NAEYC standards. Candidates provide faculty with feedback about their experiences with mentors.

**Field experiences expose candidates to a variety of cultural, linguistic, and ethnic settings for early childhood care and education.**

Lab school and community field experiences include programs that serve children and families from diverse cultural, linguistic, and ethnic backgrounds. Approximately 50% of lab school children are from WSU student families, 30% faculty, and 20% from the surrounding community. Demographics of children and families are summarized in the table below.

| <b>Children’s Racial and Ethnic Diversity</b> | <b>Children’s Home language</b> |
|-----------------------------------------------|---------------------------------|
| American Indian – 1%                          | Bengali – 1%                    |
| Middle Eastern – 3%                           | Arabic – 3%                     |
| Asian – 7%                                    | Chinese – 2%                    |
| Hispanic – 10%                                | Spanish – 8%                    |
| Caucasian – 80%                               | English – 86%                   |

Community field experiences in public schools, Head Start and other community agencies provide opportunities to work with diverse populations. Approximately 30% of the population in the Ogden identify as Hispanic ethnicity and the poverty rate is double that of the rest of the state (30%). Most community early childhood programs serve diverse families with children who are dual language learners. Cooperative work field experiences are typically completed in programs serving culturally and ethnically diverse populations such as Head Start, United Way, and YWCA.

**Field experiences provide opportunities for candidates to observe and practice in at least two of the three early childhood age groups (birth-age 3, 3-5, 5-8) and in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)**

Lab school field experience classrooms serve children ages of 2-3, 3-5, and 5-6. Cooperative work experience selected by candidates based on their career goals may be completed with children birth through age 8. Candidates in Introduction of Early Childhood are required to observe in 3 different age groups. This indicator could be strengthened by systematically tracking the age groups of children that candidates have had field experience observation and practice with to ensure that all candidates receive experience with at least 2 different age groups.

If using Option 1, please provide a program chart of field experiences (see example below):

**Early Childhood Program (A.A.S.)**

| <b>Field Experience</b>                                     | <b>Location/Setting</b>                                                                                                                                                                                                                                                                            | <b># Hours</b> | <b>Age Group</b>                                                                                                          | <b>Assignments</b>                                                                                                    |
|-------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|---------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| CHF 2600 - Introduction to Early Childhood Education        | Required to visit 3 different types of ECE programs (Head Start, child care centers and homes, primary grades). One could be WSU MSL Children's School. One can be WSU Charter Academy. Must visit at least 1 community program for 2 hours. Could complete up to 12 hours into community programs |                | Required to visit at least 3 different age groups:<br>Infant/Toddler<br>Prekindergarten<br>Kindergarten<br>Primary Grades | Field Experiences: 1, 2, 3, 4                                                                                         |
| CHF 2610 - Guidance Based on Developmental Theory           | WSU MSL Children's School                                                                                                                                                                                                                                                                          | 24 hours       | Toddler, Preschool, Extended School/Kindergarten                                                                          | Weekly Observation Tasks and Reflective Logs                                                                          |
| CHF 2620 - Planning Creative Experiences for Young Children | WSU MSL Children's School                                                                                                                                                                                                                                                                          | 24 hours       | Toddler, Preschool, Extended School/Kindergarten                                                                          | -Observation/<br>Assessment Reports<br>-3 Learning Experience Plans, Implementations, and Reflective Self-Evaluations |
| CHF 2860 Practicum                                          | WSU MSL Children's School                                                                                                                                                                                                                                                                          | 135 hours      | Toddler, Preschool, Extended School/Kindergarten                                                                          | -1 week acting as head teacher<br>-2 parent-teacher conferences<br>-reflective logs                                   |
| CHF 2890 - Cooperative Work Experience                      | Varies based on individual professional goals                                                                                                                                                                                                                                                      | 135 hours      | Varies based on individual professional goals                                                                             | Professional Development Portfolio                                                                                    |

*If using Option 1, please provide a one-page description of plans to address challenges and build on current strengths in this area:*

Challenges to address include ensuring models are consistent with NAEYC standards, and that all candidates receive experience with in at least two of the three early childhood age groups (birth-age 3, 3-5, 5-8) and in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs).

**1. Ensuring candidates are provided with models consistent with NAEYC standards.** The MSL Children's School is committed to continuous improvement. The lab school has completed the self-study process and is now a candidate for the NAEYC Accreditation for Early Learning Programs. The accreditation site visit is expected in the Fall of 2017.

**2. All candidates receive experience in at least two of the three early childhood age groups (birth-age 3, 3-5, 5-8) and in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs).** Currently, candidates have multiple opportunities to observe and practice with at least two of the three early childhood age groups and main types of early education settings. However, the experiences of individual candidates are not tracked to ensure that each candidate meets the criteria. This will be addressed by adding standard 7 to the candidate professional portfolio template. Candidates will then provide documentation for meeting these indicators. Faculty teaching field experience courses will also mentor candidates to ensure placement in field experiences that meet these criteria.

## Criterion 6: Supportive Skills

The profession has identified five skills that support candidates' ability to gain competence in relation to the core standards. With these skills, students are better able to make use of learning opportunities provided by the program and progress in a career as an early childhood professional.

SUPPORTIVE SKILL 1: Self-assessment and self-advocacy

SUPPORTIVE SKILL 2: Mastering and applying foundational concepts from general education

SUPPORTIVE SKILL 3: Written and verbal skills

SUPPORTIVE SKILL 4: Making connections between prior knowledge/ experience and new learning

SUPPORTIVE SKILL 5: Identifying and using professional resources

### Indicators of strength:

#### Supportive Skill #1

- Students assess their own goals, strengths, and needs.
- Students know how to advocate for their own professional needs.

#### Supportive Skill #2

- Students understand foundational concepts from areas such as science, mathematics, literature, and the behavioral and social sciences.
- Students can apply these concepts in their work as early childhood professionals

#### Supportive Skill #3:

- Students have effective skills in written and verbal communication.
- Students are technologically literate.

#### Supportive Skill #4:

- Students respect and draw upon their past or current work experience.
- Students are able to reflect critically upon their experience.

#### Supportive Skill 5:

- Students know how to identify and use credible professional resources from multiple sources.
- Students use these resources to better serve children and families with a wide range of cultures, languages, needs, and abilities.

### Sources of Evidence

#### Self-Study Report:

- *Option 1:* a one-page description of program's approach to evaluating supportive skills (at admission, throughout the program, and/or prior to completion)
- *Option 2:* In lieu of a narrative, programs may use the chart that follows to highlight opportunities within the program for candidates to develop and strengthen their skills in these areas.
- For either option above, programs should include a one-page description of plans to address challenges and build on current strengths in this area.

Site Visit:

Document review provides evidence of implementation of learning opportunities, key assessments, and ongoing strategic planning process (sample course outlines or syllabi demonstrate that the learning opportunities and key assessments are being implemented in the courses identified in the report, samples of graded candidate work on key assessments demonstrate that the assessments are being implemented and all faculty members are using consistent candidate instructions and scoring guides).

Interviews with faculty and candidates provide evidence that learning opportunities, key assessments and planning process are being implemented.

*If using Option 1, please provide a one-page description of program's approach to evaluating supportive skills (at admission, throughout the program, and/or prior to completion).*

**SUPPORTIVE SKILL #1: Self-assessment and self-advocacy**

Candidates have several opportunities in our courses to practice assessing their own goals, strengths, and needs. We have adopted a Practice Based Coaching (PBC) Model to support growth towards process quality skills for candidates in courses with a lab experience. Self-assessment and self-advocacy are inherent in the PBC Model. Candidates evaluate their interactions with children in the classroom and work towards developing specific skills each week. This process is intended to support each candidate's capacity for intentionally practicing the skills they are learning in the course by identifying and building on their strengths, identifying new skills they would like to master, and advocating for professional support needed from mentor teachers and course instructors.

**SUPPORTIVE SKILL #2: Mastering and applying foundational concepts from general education**

Candidates demonstrate mastery of foundational concepts in science, mathematics, literature, and the behavioral and social sciences by completing required general education coursework with a passing grade. Opportunities to apply mastery of foundational concepts from general education to their work as early childhood professionals occurs as they incorporate these concepts into teaching, curriculum design, assessment, communication with colleagues and families to ensure children progress in all domains of development and across content areas.

**SUPPORTIVE SKILL #3: Written and verbal skills**

This is accomplished through completing written assignments (using APA 6<sup>th</sup> edition formatting for citations etc., when appropriate) using a wide variety of formats including observation reports, weekly reflective logs, learning experience plans, research papers and professional portfolios, in all required course work. Verbal communication skills develop through in-class discussions, presentations (research and advocacy) keynote speeches, and professional portfolios. Candidates are provided with detailed feedback from instructors for refining written and verbal skills.

**SUPPORTIVE SKILL #4: Making connections between prior knowledge/experience and new learning**

We recognize that candidates enter the program with diverse and rich personal and work experiences. Our program includes many non-traditional candidates who are parents, have worked in professional settings with children before returning to school, or have worked in other careers and are returning to school to embark on a new career working with young children. Most of our candidates, in addition to being full-time candidates, are employed many hours a week. Due to this wealth of experience they bring rich prior knowledge to our courses. Instructors promote candidates' ability to make connections between prior experience and new course learning by fostering in-class discussions that provide opportunities to reflect and share diverse perspectives, incorporating assignments that encourage collaborative group work, and providing opportunities for candidates to tailor assignments to their interests and personal goals.

**SUPPORTIVE SKILL# 5: Identifying and using professional resources**

Candidates are taught skills for identifying widely recognized professional resources for the specific skills related to each course. This includes identifying high quality empirical research, available to candidates and professional. A primary resource for our candidates is NAEYC publications and position statements that are used throughout our courses. Candidates are provided with information about professional resources such as list serves and associations. Candidates are encouraged to join professional associations and supported in participating in the annual UAEYC sponsored Utah Early Childhood. We also emphasize local programs and agencies that serve diverse young children and families that candidates



may visit, observe, and interview to meet course requirements. In addition, candidates are taught techniques for searching for and reading empirical research articles using online research data bases.

*Please provide a one-page description of plans to address challenges and build on current strengths in this area:*

The above descriptions include many of the ways we have addressed how we are meeting our challenges and ensuring that candidates have the supportive skills that enable them to capitalize on their learning throughout our programs. The PBC model, Self-Assessment of Practices, and Weekly Focused Observation Feedback Forms that we have incorporated into our practicum and student teaching courses have been effective and well received by candidates and mentor teachers.

Faculty participate in professional development by attending conferences and avail ourselves of other resources such as those through Weber State University Teaching and Learning Forum and Early EdU Alliance. In these ways faculty are continually seeking ideas to incorporate into newly designed or existing courses that nurture supportive skills.

Regarding challenges, many of our faculty and mentor teachers are relatively new in their roles. We are in a program building phase. Navigating frequent changes which has created increased workload and stress has been a challenge. As a result, we are still on the upward climb of the learning curve for improving, coordinating, and streamlining candidates' learning experiences to ensure NAEYC professional development standards are met. We have made substantial changes in course work and lab experience practices each semester for several years. Although many of these changes have been positive and created increased energy and effectiveness, implementing many of these changes been challenges as we learn more efficient and effective ways.

To address this challenge, the four tenure-track faculty and Director of the MSL Children's School meet at the end of each semester to evaluate, plan and prioritize next steps. With experience we are increasing our ability to better target resources towards the most meaningful change for candidates. In addition, we have begun to consider how to capitalize on additional funding sources, such as grants, to provide supplementary compensation for faculty and staff for time and responsibility requirements that require work above and beyond contract time.

## Criterion 7: Role in the Professional Higher Education Pipeline

The program of study allows early childhood professionals to build on prior credentials and prepares them for future professional education opportunities.

Rationale: The professional preparation standards are relevant throughout an early childhood professional's educational studies, as individuals pursue education opportunities to advance their knowledge, meet workplace expectations, and achieve career aspirations. Successful programs consider ways to build on candidates' prior credentials and position them for seamless advancement in their educational studies.

### **Indicators of strength:**

- Programs reflect on the credentials with which candidates commonly enter the program and consider opportunities to avoid duplication and/or deepen coursework at a more advanced level of study.
- Programs identify common educational "previous steps" and "next steps" (current or desired) for their graduates and proactively address opportunities to streamline requirements, align coursework, etc. to create a seamless higher education pipeline for early childhood candidates and professionals.

### **Sources of evidence:**

#### Report:

- a one- to two-page summary of the program's participation in the professional pipeline. (Programs located within institutions that offer early childhood education degrees at multiple levels should consider how they address this criteria within their own institution as well as with institutions in or near their service area)
- a one-page description of plans to address challenges and build on current strengths in this area.

Site Visit: Interviews with faculty; candidates; administrators; and community stakeholders, including stakeholders at other higher education institutions when relevant.

*Please provide a one- to two-page summary of the program's participation in the professional pipeline:*

The state of Utah System of Higher Education (USHE) includes the eight public higher education institutions in the state providing support to “facilitate articulation and the seamless transfer of courses within the state system of higher education” (53B-16-105.1a) and “allow students to proceed toward their educational objectives as rapidly as their circumstances permit” (53B-16-105.1d). The USHE Early Childhood Education (ECE) Major Committee meets annually to discuss common planning across early childhood programs in the state. A common course numbering system is used to facilitate the transfer of credits between programs. Representatives from each of the institutions of higher education, the Utah State Board of Education (USB E), and the Family and Consumer Sciences (FACS) High School, the Early Childhood Program considers how to best meet the needs of students who desire to be early childhood professionals.

There is an active high school FACS program from which students can graduate with a Child Development Associate (CDA) certificate. We are working with the Utah Association for the Education of Young children (UAEYC) and teachers in the high school programs to encourage their students to continue their education beyond the CDA. Students who come to Weber State University with a CDA must obtain at least 30 credits from Weber State University before they can apply for Experiential Credit. Students pay a \$10 fee and receive 3 credits in lieu of CHF 2860 Practicum and 3 credits in place of CHF 2600 Introduction to Early Childhood to meet the requirements for the AAS. Some students come to our program with an AAS or having taken courses at another institution. Weber State University accepts credit from all USHE institutions for courses with corresponding numbers for completion of the non-licensure or licensure bachelors’ degree programs. Weber State University does not offer a masters’ degree program in early childhood or early childhood education. However, the Moyes College of Education does offer a Master of Education. Students may choose to focus their thesis on a topic related to early childhood education.

The state of Utah, through the Department of Workforce Services Office of Child Care, has adopted a professional development career ladder specifically designed for early childhood educators in child care settings. An associate degree is required for the second highest level of the career ladder and bachelor level degree is required to for the highest level. There is financial remuneration for each level achieved in the career ladder with the completion of approved annual training. College level courses can be taken to meet this annual training requirement. Weber State University is exploring options through scheduling, online and hybrid offerings to make our program/courses more accessible to potential students to enhance their professional development. At Weber State University our associate and bachelor level early childhood non-licensure programs are designed as to be a 2 + 2 Program = Early Childhood Major (AAS & BS). This is well-suited for our non-traditional student population. This design facilitates students completing one degree to attain career ladder benefits in the field with the potential to take time away from schooling and return to our program to easily complete the bachelor degree requirement.

*Please provide a one-page description of plans to address challenges and build on current strengths in this area:*

Strengths include a strong relationship with other USHE institutions, a shared commitment with the state in supporting education of the early childhood workforce and offering multiple degrees to students so they can choose pathways that best fit with their life and career goals as early childhood professionals.

In addition, we have begun to seek funding streams at Weber State University to support T.E.A.C.H. Early Childhood program scholarships to expand access for students currently employed in early childhood programs who desire obtaining a degree. Current employers make a commitment to help students seeking an associate degree and hopefully will continue. Weber State University is well suited to accommodate early childhood caregivers in the Ogden area who want to advance their educations. We are exploring ways that we could make our program more accessible to this unique population.

The Utah teaching license structure is such that in-service teachers sometimes look for opportunities to add an Early Childhood Endorsement to their current teaching license. We are exploring possibilities of how to schedule and design courses to make them more accessible for practicing teachers. For example, we are investigating feasibility options for offering specific courses and perhaps an associate degree online.

A significant challenge we have is a drastic statewide teacher shortage and a concurrent decline in enrollment in teacher preparation programs across the state. To address the teacher shortage we are working with faculty from other state institutions to advocate for the T.E.A.C.H. program with state and nonprofit agencies. These efforts have included working with the governor's education advisor to seek funding in the governor's budget. We are working with Early EdU faculty and community partners to design three entry-level online courses that can be offered to those currently employed in the field at a very low cost. The intentionally designed courses scaffold early childhood caregivers with CDA certificates into beginning an associate degree program.

A second challenge is that the Weber State University Teacher Education department refers to the early childhood courses taken by both the Early Childhood Education majors and the Elementary Education majors as "pre-professional" courses that seems to promote the view that Early Childhood Education is not a profession.

We have established a collaboration committee with the Teacher Education Department. The purpose of this committee is to facilitate collaboration and alignment of candidate experiences in the two programs. This year this committee negotiated program changes that will result in reducing the number of semesters to degree completion and redundancy in coursework. Next, year we plan to address the issue of titling Early Childhood course work as "pre-professional" to help candidates stay connected to their roots in early childhood developmentally appropriate practice as they progress through the teacher education licensure program with an emphasis on elementary education.

## C. CANDIDATES

### Criterion 8: Qualifications and Characteristics of Candidates

The program encourages enrollment of a diverse group of candidates who have potential to succeed as early childhood educators.

Rationale: Strong degree programs actively seek out and encourage candidates who will contribute to a future work force of diverse, well prepared early childhood professionals, as well as welcome candidates with many kinds of prior experiences.

#### **Indicators of strength:**

- The program actively encourages enrollment of candidates who demonstrate potential for success in the early childhood field as defined by faculty.
- The program actively encourages attention to recruitment, retention, and graduation of a diverse candidate population.
- The program engages in efforts to ensure that candidates graduating are well qualified and prepared in the roles and settings described in Criterion 1.

#### **Sources of evidence:**

- 1) Report:
  - a one- to two-page summary of qualifications and characteristics of candidates.
  - a one-page description of plans to address challenges and build on current strengths in this area.
- 2) Site Visit: Interviews with faculty, stakeholders, and candidates as appropriate.

*Please provide a one- to two-page summary of qualifications and characteristics of candidates:*

There are a variety of ways for the Early Childhood (EC) Program to actively encourage enrollment of candidates who demonstrate potential for success in the early childhood field. The Early Childhood faculty works closely with Academic Advisor in the Department of Child and Family Studies (CHF), Recruiter in the College of Education, and Weber State University (WSU) High School Concurrent Enrollment officers. The goal is to recruit candidates currently enrolled at WSU or in community high schools who have a strong interest in working with young children. Every semester CHF Academic Advisor is invited to introductory early childhood education courses to talk to candidates about the program and career opportunities. At the end of every academic year, faculty members identify from CHF 1500 Human Development, the early childhood general education course, students who might be a good fit with the Early Childhood Program. Letters are sent out by faculty to personally invite candidates to consider enrolling in the program. Child and Family Studies Student Association (CFSSA), the CHF student organization, participates in on-campus marketing activities such as the Block Party that is held the first Friday of fall semester. The CHF website ([www.weber.edu/chfam](http://www.weber.edu/chfam)) went through major updates in spring 2017 to better serve the marketing and recruitment purposes.

The Early Childhood Program actively encourages attention to recruitment, retention, and graduation of a diverse candidate population. WSU is an open enrollment institution, attracting candidates with diverse backgrounds. The current WSU enrollment is approximately 26,000, from all over the United States and 46 nations in the world. The average age of undergraduate students is 26 years. Non-traditional students count for 56% of student population campus wide. Within the Early Childhood Program, there is a large percentage of non-traditional candidates who are single parents, have young children, work part- or full-time, or live in low socioeconomic status. To better support the diverse needs of those candidates, the program has kept course schedule flexible and class size small. Each candidate is assigned a faculty advisor from the beginning to receive individualized mentoring. A variety of financial assistance is provided including scholarships, student assistantships, and on-campus student employment program.

The Early Childhood Program has been closely involved in the activities held by the Utah Association for the Education of Young Children (UAEYC). Several early childhood faculty members are taking leadership roles in UAEYC. Right now the program is in the process of collaborating with UAEYC and its T.E.A.C.H. Early Childhood Scholarship Program to recruit in-service early childhood practitioners.

Candidates graduating from the Early Childhood Program are well-qualified teachers of young children, prepared for a lifetime of learning and responsible leadership. Candidates in the AAS Program must complete 63 credit hours, 28 of those are required within the major. The minimum passing grade for all required major courses is B-. In addition to the high academic performance expectations, the overall goal of the program is that all candidates will be able to realize their dreams through course work and field experiences tailored to their personal and career goals. We believe that candidates are independent and autonomous learners that should be given opportunities to actively engage in shaping learning processes and content, with the guidance of experts in the field of early childhood as well as current practitioners. To accomplish this, we seek to cultivate a sense of personal ownership and community building that deepens educational experiences and truly engages candidates in developing evidence-based practices and professional competencies for working with diverse children and families.

*Please provide a one-page description of plans to address challenges and build on current strengths in this area:*

Low salaries for early childhood teachers in the State of Utah and across the country have probably been the biggest road block for the program to recruit highly qualified candidates to major in Early Childhood. In addition, the fact that Utah has no licensure requirement for pre-kindergarten education has made some candidates believe that the early childhood job is at a lower professional level than elementary or secondary education. The general Utah paradigm that mother should stay at home with her young children has also influenced some candidates' mindset about the quality of early care and education.

In the past five years, the program has focused a lot on professionalism and the creation of a community of adult learners among candidates. This has helped candidates strengthen their professional identity and connect their coursework with the importance of their career in promoting positive outcomes in children's development and learning. Once candidates see the "big picture" that they are making a difference in children's lives, it is much easier to encourage recruitment and retention in the program.

WSU's open enrollment policy may have brought in candidates who lack the motivation or potential to succeed in the early childhood professional preparation. To maintain the high quality of early childhood teacher preparation, advising has to be tailored to individual candidate's needs, interests, strengths, skills, etc. A relationship-based approach is used as foundation of mentor-candidate interactions in face-to-face conversations, in-class activities, and field experiences. Candidates are consistently provided opportunities to actively engage in shaping their own learning processes and content so that they will become independent and autonomous learners.

The high percentage of non-traditional students who are single parents of young children or living in poverty may need additional support to pay for their tuition and childcare. Care about Childcare, a federally funded organization with its Ogden office housed in the Department of Child and Family Studies, has been a great resource to refer candidates to the best fit for their needs for childcare. The Melba S. Lehner Children's School offers reduced tuition rates for WSU students currently paying fees on at least 6 credit hours for the semester.

In-service early childhood teachers who need college degrees for their jobs in programs such as Head Start often find it hard to fit courses into their work schedules. Candidates who are in blocked classes or doing field experiences do not have the flexibility for additional coursework during the day. To address this challenge in candidate enrollment, the program has offered classes taught at different times (e.g., evening class, summer class) and in different formats (e.g., online courses, hybrid courses).

## Criterion 9: Advising and Supporting Candidates

The program ensures that candidates are adequately advised and supported.

Rationale: Candidates need many kinds of assistance if they are to gain the competencies reflected in the NAEYC standards. Strong programs ensure that comprehensive services are available to all candidates, and that candidates' career goals are being met.

### **Indicators of strength:**

- Advisement is used as a tool to assist candidates in clarifying their goals and career plans.
- The program ensures that all candidates have equitable access to a comprehensive support system including appropriate academic advisement, career counseling, financial aid information, academic support services, and other resources from admission to the completion of their education.
- On a regular basis, program faculty review the performance of candidates in relation to learning outcomes (including NAEYC standards) and provide candidates with advice and counseling regarding their progress and potential in the program and early childhood profession.
- The program makes every effort to ensure that candidates complete their course of study in a way that recognizes and supports each candidate's goals and characteristics.

### **Sources of evidence:**

- 1) Report:
  - a one- to two-page summary of how the program advises and supports candidates.
  - a one-page description of plans to address challenges and build on current strengths in this area.
- 2) Site Visit: Interviews with candidates, faculty, administrators and other campus staff as appropriate.



*Please provide a one- to two-page summary of how the program advises and supports candidates:*

**Advisement is used as a tool to assist candidates in clarifying their goals and career plans.**

The Department of Child and Family Studies employs a Senior Academic Advisor who assists candidates with planning their academic coursework. The mission of the advising office is to assist students, both majors and minor, in the Child and Family Studies Department to realize their academic potential. This is achieved by individual advising sessions using advisor tools and making referrals to appropriate community and campus resources.

**The program ensures that all candidates have equitable access to a comprehensive support system including appropriate academic advisement, career counseling, financial aid information, academic support services, and other resources from admission to the completion of their education.**

Advising is viewed as an ongoing process aimed at helping students utilize the University's resources to succeed in reaching their academic goals. Some of the specific services offered through the academic advisor include individual appointments, information sessions, campus orientations, dissemination of data, advising brochures and Graduation Maps, review of graduation requirements, involvement at university events (i.e., Major Fest, Scholarship Day, Multi-cultural Fairs, Transfer College Days, etc.), updating of the department website, and maintaining candidate files and records to track and support students' progress toward graduation.

**On a regular basis, program faculty review the performance of candidates in relation to learning outcomes (including NAEYC standards) and provide candidates with advice and counseling regarding their progress and potential in the program and early childhood profession.**

In consultation with the candidate, the Senior Academic Advisor designates an Early Childhood faculty member to work with each candidate. Candidates are encouraged to use both the academic and their faculty advisor while attending Weber State University. The Faculty Advisor for Early Childhood candidates works with the candidate to recommend and approve courses to fulfill the 15-credit hour requirement for a specialization if a minor has not been declared. Courses chosen for the specialization are individualized for candidates that will advance them toward their career goals and plans.

**The program makes every effort to ensure that candidates complete their course of study in a way that recognizes and supports each candidate's goals and characteristics.**

The Senior Academic Advisor and the Faculty Advisor both work with candidates to help them determine the best path for each based on individual goals and the support needed. Our program has several options for candidates who want to work professionally with young children. Many candidates are non-traditional already having some experience working in the field, currently raising families, or returning to school after raising their families. For some individuals the AAS degree is a good choice or a good milestone on the way to their BS in Early Childhood. For other candidates, who want to obtain a state teaching license, the BS in Early Childhood Education is a better option if they want to teach in the K-12 setting public or private school setting but are most interested in working with the younger children.

Candidates work one-on-one with their faculty advisors to meet the requirements of CHF 2890 Cooperative Work Experience. In this course faculty advisor's help candidates determine a location in which they can receive professional mentoring from someone already working in the field. Candidates may choose working in a Head Start setting, a preschool or child care center, a family preschool or day care, or in another type of setting such as home visiting, and even United Way programs. It is really up to the candidate to choose a placement location that will best help them use and develop the skills and competencies they will need for their careers after graduation.

*Please provide a one-page description of plans to address challenges and build on current strengths in this area:*

The accessibility of the Senior Academic Advisor and the faculty for candidates is a great strength for our programs. As a teaching focused institution the relationships forged with candidates is highly valued. Faculty will usually have the opportunity to teach candidates in more than one course which provides opportunities for closer relationships. Most faculty have open-door policies and are very willing to meet with candidates outside of office hours.

The graduation maps prepared by the Senior Academic Advisor are valuable documents to guide candidates as the progress through the program.

In the process of preparing this self-study report some challenges have become more apparent. It will be important to take steps to clarify the assignment of faculty advisors to work with candidates. A systematic process is needed for communicating the critical importance for candidates to meet with their Faculty Advisors earlier in their program and to make candidates accountable for their responsibilities in this process.

One aspect of the faculty advising responsibilities to help Early Childhood candidates to choose an area of specialization if a minor has not been declared with the academic advisor. Since this area of specialization for these Early Childhood candidates often seems to be done at the last minute without a strategy that supports the candidate's career goals, it would be of benefit for both the candidate and Faculty Advisor to begin this planning early in the program.

This would also prevent the last minute, end-of-semester communication with faculty, who do not realize candidates are their advisees informing faculty that they are planning to take CHF 2890 Cooperative Work Experience without the preparation for required components of the course. Faculty Advisors are often put on the spot having to advise candidates even in the summer when they are not under contracted feeling obligated to help candidates meet their needs for a timely graduation. During fall and spring semesters, Early Childhood faculty are expected to advise and monitor the cooperative work experience above and beyond the 12 credit hours (4 courses) each faculty is required to teach each semester without compensation.

## D. FACULTY

### Criterion 10: Qualifications and Composition of Faculty

The program ensures that faculty members demonstrate the qualifications and characteristics needed to promote candidates' learning in relation to the NAEYC standards.

Rationale: Strong programs ensure that both full- and part-time faculty have the academic and practical expertise to guide candidates toward mastery of the competencies reflected in NAEYC's standards, and to serve as models and mentors for candidates.

#### **Indicators of Strength**

*NOTE: Indicators apply to all faculty, whether temporary, part-time, or full-time.*

- Faculty have experience in early childhood education or a closely related field. In addition, faculty teaching at the associate's and/or baccalaureate level have a graduate degree in early childhood education or a closely related field; faculty teaching at the graduate level have a doctoral degree in early childhood education or a closely related field;
- Faculty have academic qualifications appropriate to the courses they are assigned to teach.
- Faculty know about and implement the principles in NAEYC's Code of Ethical Conduct, including its Supplement for Teacher Educators.
- The program uses a variety of strategies to recruit, hire, mentor, and retain a diverse faculty.

#### **Sources of evidence:**

1) Report:

- a one- to two-page description of strategies for recruitment, hiring, mentoring and retention of a diverse and qualified faculty.
- chart listing program faculty with brief description of qualifications (see example below)
- a one-page description of how program is planning to address challenges and build on its current strengths in this area.

3) Site Visit: Interviews with program coordinator and faculty.

*Please provide a one- to two-page description of strategies for recruitment, hiring, mentoring and retention of a diverse and qualified faculty:*

Five full-time tenure track positions are designated for faculty in the Early Childhood (EC) Program. Four faculty currently fill those positions with one open full-time tenure-track position. The director of the Melba S. Lehner (MSL) Children's School is an integral part of the instructional support for the programs. Other faculty in the department as well as adjunct instructors teaches some required courses.

New faculty for the Early Childhood Program are recruited through national advertising in publications such as the Chronicle of Higher Education, the National Association for the Education of Young Children website, Higherjobs.com, and the National Association of Early Childhood Teacher Educators website. New faculty are offered salary and benefits that are comparable with other departments in the college, however, lower than national averages for comparable universities with similar programs. An effort is made to attract a diverse faculty through national advertising and incentives from the university office of affirmative action and equal opportunity to hire diverse faculty.

New faculty members are provided with several resources to support their success and retention. These include mentoring from administrators and senior faculty in regard to teaching, research, and service activities. New faculty are provided with an opportunity to become involved with the University Teaching and Learning Forum, which provides mentoring, workshops, and professional development activities to support quality teaching at the university. First year faculty are invited to participate in a two-day retreat for new faculty on quality teaching pedagogies (sponsored by the university teaching and learning forum). A peer review committee reviews teaching materials, syllabi, and other support materials. The peer review committee also observes classroom teaching activities and provides written feedback to new faculty. The Department Chair will observe classes and provide informal feedback to new faculty. The Department of Child and Family Studies hires teaching assistants who support faculty in all programs by assisting with course preparation, grading of materials, and data entry.

Support is provided to new faculty for scholarship and research activities in the following ways: Weber State University offers funding that is earmarked for new faculty through the Research, Scholarship, and Professional Growth fund. These funds are to support and facilitate new faculty as they launch their research activities. The department and college enjoys a friendly and engaging culture that welcomes and encourages collaboration. Several faculty and candidates work collaboratively on research and service activities.

The tenure and promotion process provides a system for retention of faculty who qualify after a 6-year probationary period. Furthermore, a promotion from associate professor to full professor is available for faculty who choose to go through the process. With each promotion, there is a substantial pay increase. There is also an opportunity for pay increases through post-tenure review that occurs after promotion to full professor. Successful candidates receive pay increases as they demonstrate continued accomplishments in teaching, scholarship, and service activities. In addition to the opportunity for promotion and tenure, when funds are available, faculty are awarded merit pay for accomplishments in teaching, research, and service activities. Additional efforts to retain quality faculty include recognition awards and monetary compensation for highly accomplished faculty.

*Please provide a chart listing program faculty with brief description of qualifications. (See example below for one possible format. Programs that have achieved national recognition through the partnership with the Council for Accreditation of Educator Preparation may use the chart submitted with their most recent program report.)*

Chart of faculty names and qualifications - include all faculty, whether temporary (Temp), part-time (PT), full-time (FT), on-campus or online/distance.

| Name            | Temp/PT/FT | Assignment (e.g. courses, field supervision, advising, program coordination)                                                                                                                        | Academic degrees                                                                                                                                                                                                    | Professional experience                                                                                                                                                                                                                                                                       |
|-----------------|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Sheila Anderson | FT         | <p>Courses - CHF 1500, 2600, and 4730</p> <p>Advising - faculty advisor for field experience courses CHF 2860, 2890, 4860, and 4890.</p> <p>Faculty advisor for undergraduate student research.</p> | <p>Ph.D. Family &amp; Human Development, Early Childhood Emphasis</p> <p>M.Ed. Education Curriculum &amp; Instruction, EC Emphasis</p> <p>B.S. Psychology and Human Development</p> <p>A.A.S. Child Development</p> | <p>Assistant Professor, Department of Child and Family Studies, Weber State University (2 years)</p> <p>Professional experience with young children and families (10 years)</p> <p>Higher Education Consultant (teaching, coaching, and mentoring) (12 years)</p> <p>Researcher (7 years)</p> |
| Camie Bearden   | FT         | <p>Courses – CHF 4710 and 4720</p> <p>Administration - Director, MSL Children's School</p> <p>Principal, Weber State University Charter Academy</p>                                                 | <p>M.Ed. Curriculum and Instruction</p> <p>B.S. Early Childhood Education/Elementary Education</p> <p>Emphasis: Special Education</p>                                                                               | <p>Preschool Teacher, MSL Children's School, Weber State University (16 years)</p> <p>Administrator, MSL Children's School, Weber State University (4 years)</p> <p>Adjunct Faculty, Department of Child and Family Studies, Weber State University (5 years)</p>                             |
| Sara Biel       | FT         | <p>Courses – CHF 2860, 4860, and 4720 Mentor Teacher</p>                                                                                                                                            | <p>B.S. Early Childhood</p>                                                                                                                                                                                         | <p>Mentor Teacher, MSL Children's School, Weber State University (10 years)</p>                                                                                                                                                                                                               |
| Teri Henke      | FT         | <p>Courses – CHF 1500, 2610, 2620, 3500, 4730, 2670/4670, and 2890/4890</p> <p>Advising - faculty</p>                                                                                               | <p>Ph. D. Child and Family Studies</p> <p>M.Ed. Early Childhood Education</p>                                                                                                                                       | <p>Assistant Professor, Department of Child and Family Studies, Weber State University</p> <p>Teacher/Therapist,</p>                                                                                                                                                                          |

|                  |    |                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                  |    | <p>advisor for field experience courses CHF 2860, 2890, 4860, and 4890.</p> <p>Faculty advisor for undergraduate student research.</p>                                                                                                                                                   | <p>B.S. Deaf Education and Elementary Education</p>                                                                                                                                                                                                           | <p>Knoxville Center for Autism</p> <p>Adjunct Faculty, University of Tennessee</p> <p>Adjunct Faculty, Chattanooga State University</p> <p>Graduate Assistantship in Teaching, University of Tennessee</p> <p>Graduate Research Assistant, University of Tennessee</p> <p>Mentor, Education for Ministry, University of the South, Sewanee</p> <p>Consultant/Teacher Trainer, Catechesis of the Good Shepherd</p> <p>Director, Children's Ministries</p> <p>Teacher, Deaf Kindergarten</p> |
| Chloe D. Merrill | FT | <p>Courses – CHF 1500 Administration - Associate Dean, Department of Child and Family Studies</p> <p>Principal Investigator /Executive Director, Care About Childcare, Weber State University</p> <p>Director, Boyd K. and Donna S. Packer Center for Family and Community Education</p> | <p>Ph.D. Vocational Education</p> <p>Specialty: Teacher Education,</p> <p>M.S. Home Economics and Consumer Education</p> <p>B.S. Home Economics and Consumer Education</p> <p>Certified Family Life Educator (CFLE), National Council on Family Relations</p> | <p>Professor, Department of Child and Family Studies, Weber State University (37 years)</p>                                                                                                                                                                                                                                                                                                                                                                                                |
| Carrie Ota       | FT | <p>Courses - CHF 1500, 2620, 3640, 4201, 4202 4710, 4890, 4130, and</p>                                                                                                                                                                                                                  | <p>Ph.D. Family and Human Development/ Early</p>                                                                                                                                                                                                              | <p>Assistant Professor, Department of Child and Family Studies, Weber State</p>                                                                                                                                                                                                                                                                                                                                                                                                            |

|                   |    |                                                                                                                                                                                                                                                                       |                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-------------------|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                   |    | <p>4730</p> <p>Advising - faculty advisor for field experience courses CHF 2860, 2890, 4860, and 4890.</p> <p>Faculty advisor for undergraduate student research.</p> <p>Program Coordination - Co-chair, Early Childhood and Early Childhood Education Committee</p> | <p>Care and Education/Child Development</p> <p>M.S. Family, Child, and Consumer Science/Early Childhood Education</p> <p>B.S. Health and Human Development/ Child Development</p> | <p>University</p> <p>Program Consultant, The Children's Center and DDIV Early Head Start</p> <p>Temporary Faculty, Utah State University</p> <p>Research Coordinator, Utah State University</p> <p>Early Childhood Education Trainer, Utah Child Care Resource and Referrals Agencies</p> <p>Graduate Assistant, Louisiana State University</p> <p>Training Coordinator, The Fund for Child Care Excellence</p> <p>Director, The Children's Courtyard</p> <p>Director Assistant/Head Teacher, Grand Avenue Daycare</p> |
| Paul Schvaneveldt | FT | <p>Courses – CHF 2400</p> <p>Administration - Department Chair, Department of Child and Family Studies</p>                                                                                                                                                            | <p>Ph.D. Human Development and Family Studies</p> <p>CFLE</p>                                                                                                                     | <p>Faculty, Department of Child and Family Studies, Weber State University</p>                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Wei Qiu           | FT | <p>Courses - CHF 2500, 2610, 2990A, 3570, and 4990A</p> <p>Advising - faculty advisor for field experience courses CHF 2860, 2890, 4860, and 4890.</p> <p>Faculty advisor for undergraduate student research.</p> <p>Program Coordination -</p>                       | <p>Ph.D. Human Development and Family Studies</p> <p>M.S. Human Development and Family Studies</p> <p>M.S. English</p> <p>B.A. English</p>                                        | <p>Associate Professor, Department of Child and Family Studies, Weber State University (2 years)</p> <p>Assistant Professor, Department of Child and Family Studies, Weber State University (6 years)</p> <p>Teaching, Research, &amp; Graduate Assistant, Department of Individual and Family Studies, University of Delaware (4</p>                                                                                                                                                                                  |



|                                                                                  |    |                                                                                        |                                                         |                                                                                                                                                                                                               |
|----------------------------------------------------------------------------------|----|----------------------------------------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                  |    | Co-chair, Early Childhood and Early Childhood Education Committee                      |                                                         | years)<br>Lecturer, Department of Foreign Languages and Literatures, Fudan University, China (3 years)                                                                                                        |
| Stephanie Szanter                                                                | FT | Courses – CHF 2860, 4860, and 4720<br>Mentor Teacher, Extended Day Toddler Classroom   | B.S. Early Childhood<br>A.S. General Studies            | Mentor Teacher, MSL Children's School, Weber State University<br>Assistant Teacher, MSL Children's School, Weber State University                                                                             |
| Cheryl Wendt                                                                     | FT | Courses - CHF 2860, 4860, and 4720<br>Mentor Teacher                                   | B.S. Early Childhood Education and Elementary Education | Mentor Teacher, MSL Children's School, Weber State University (7 years)                                                                                                                                       |
| Adrianna West                                                                    | FT | Courses - CHF 2860, 4860, and 4720<br>Mentor Teacher, Extended Day Preschool Classroom | B.S. Early Childhood                                    | Mentor Teacher, MSL Children's School, Weber State University (4 years)                                                                                                                                       |
| Sherrie West                                                                     | FT | Courses - CHF 2860, 4860, and 4720<br>Mentor Teacher                                   | M.Ed. Education: Curriculum and Instruction             | Mentor Teacher, MSL Children's School, Weber State University (30 years)<br>Assistant Director, MSL Children's School, Weber State University (5 years)<br>Adjunct Teaching, Weber State University (6 years) |
| <b>Adjuncts and Concurrent Enrollment Courses in the Early Childhood Program</b> |    |                                                                                        |                                                         |                                                                                                                                                                                                               |
| Aaron Jeffrey                                                                    | PT | <b>Courses</b> - CHF 1500 and CHF 2400                                                 | Ph.D.<br>MFT                                            | Counselor, Counseling Center, Weber State University                                                                                                                                                          |
| Jeff Tesch                                                                       | PT | <b>Courses</b> - CHF 1500 and CHF 2400                                                 | M.S.<br>MFT                                             | Director, Counseling Services, Ogden-Weber Community Action Partnership                                                                                                                                       |
| Ryan Dunn                                                                        | FT | <b>Courses</b> - CHF 1500                                                              | Ph.D.                                                   | Faculty, Department of Child and Family Studies, Weber State University                                                                                                                                       |

|               |    |                           |                       |                                                                                                                                                     |
|---------------|----|---------------------------|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| Daniel Hubler | FT | <b>Courses - CHF 2400</b> | Ph.D.<br>CFLE         | Faculty, Department of Child and Family Studies, Weber State University                                                                             |
| Mark Adams    | FT | <b>Courses - CHF 2400</b> | Ph.D.<br>MFT          | Faculty, Department of Child and Family Studies, Weber State University                                                                             |
| Pamela Payne  | FT | <b>Courses - CHF 1500</b> | Ph.D.<br>M.A.<br>B.A. | Assistant Professor, Department of Child and Family Studies, Weber State University<br><br>Lecturer/Program Coordinator, Family & Consumer Sciences |
| Lynell Packer | PT | <b>Courses - CHF 1500</b> | M.S.<br>LCSW          | Medical Social Worker, LDS Hospital                                                                                                                 |
| Lucy Sharisia | PT | <b>Courses - CHF 1500</b> | M.S.<br>HDFS          | Librarian. Weber State University                                                                                                                   |

*Please provide a one-page description of how the program is planning to address challenges and build on its current strengths in this area:*

A genuine strength of our program is cohesive faculty with complementary knowledge, skills, and personalities who enjoy working together. However, we are often stretched in our capacity to meet all of the demands of coordinating our programs, developing new coursework, staying current with best practices in the field, marketing our programs, and meeting the needs of our candidates.

As such the *major challenge* in this area is filling the open faculty position in Early Childhood. Two search committees over the last two years have been unable find a suitable fit for the opening, although the position was offered to one candidate, the offer was not accepted. The applicant pool in each case has been small. To address this we revised the job description and evaluation criteria to make sure they aligned with our philosophy and NAEYC developmentally appropriate practice. It is possible that the relatively lower salary and, potentially, the location contribute to the challenge. We continue to be hopeful that the next search committee will find a good fit regardless of the limitations that are outside of our control at the department or program level.

Over the last three years, we have focused on strengthening our cohesion and redefining our program's long term goals. We see ourselves as a team with trust, accountability, clear vision, and support for reflection. As we grow and continue to improve our Early Childhood Program new challenges will arise and we will need a strong team moving forward. With this in mind, we have taken opportunities to develop as a working team and have explored personality types, individual perspectives and experiences, as well as our individual goals to better support and align the program's vision. Continuing to do these team building, self-awareness activities allows us to have a better understanding of ourselves and each other. We believe this proactive approach will prepare us for challenges we have yet to anticipate. We also believe that these practices that are part of our continuous improvement process will foster smooth incorporation of new faculty in the future.

# Criterion 11: Professional Responsibilities

Faculty responsibilities allow them to promote candidates' learning in relation to the NAEYC standards.

Rationale: Strong early childhood degree programs make sure that faculty assignments balance teaching, institutional and community service, and/or research and scholarly work (in whatever combination is consistent with the mission of the institution and program) in order to fulfill their responsibility to candidates.

## **Indicators of Strength:**

*NOTE: Indicators apply to all faculty, whether hired on a temporary, part-time, or full-time basis.*

- Work assignments accommodate faculty involvement in activities appropriate to their role in the program and important to their ability to support candidate learning. These may include curriculum development and evaluation; advising and mentoring; collaboration with families and other professionals; scholarly activities; and service to the institution, profession, and community.
- Faculty teaching responsibilities, including overloads and off-campus teaching, are mutually agreed upon and designed to allow faculty to engage effectively in activities appropriate to their role in the program and to their ability to promote candidate learning.

## **Sources of evidence:**

1) Report:

- a one- to two-page summary of how the program makes sure faculty assignments balance teaching, institutional and community service, and/or research and scholarly work.
- a one-page description of plans to address challenges and build on current strengths in this area

4) Site Visit: Interviews with faculty and administrators as needed.

*Please provide a one- to two-page summary of how the program makes sure faculty assignments balance teaching, institutional and community service, and/or research and scholarly work:*

Weber State University is a regional, comprehensive university with a focus on quality teaching as a top priority for faculty. We are an open enrollment university that simultaneously serves the roles of an open enrollment community college supporting the attainment of associate degrees as well as a university offering undergraduate and graduate degrees. The Early Childhood (EC) and Early Childhood Education (ECE) Programs as part of the Child and Family Studies (CHF) Department currently offer an AAS in EC and two BS degrees; one is in EC (non-licensure) and the other is in ECE (licensure). At this time there are no graduate degrees offered in the CHF Department. However, graduate students in the Master of Education Program in the Teacher Education Department may design their theses with an early childhood focus. Scholarship and service expectations are also highly valued and encouraged, however, quality teaching is primary.

The professional responsibilities of the four current tenured and tenure-track faculty are concentrated on continuous quality improvement surrounding high quality and engaging instruction in our courses that support candidates' learning and developing as future teachers and early childhood professionals. The teaching requirement is high with a teaching load of 12-credit hours both Fall and Spring Semesters. Occasionally, faculty will be allowed a one course relief; this is the exception due to being short one Early Childhood faculty member, all faculty are needed to teach courses to meet demand.

In addition to teaching a full load, all tenured and tenure track faculty are expected to engage in scholarly activities and to publish research in reputable, peer-reviewed journals. As the primary focus is on teaching, the research expectations are relatively lower than at universities that place more emphasis on research and external funding. The Promotion and Tenure Document at the University states that tenure track faculty must publish one peer reviewed article during each review period, meaning one during the first three years of the probationary period and a second article during the second three years of the probationary period. Thus, a total of 2 peer reviewed articles during the probationary period. Promotion from associate to full professor has the expectation of at least one peer reviewed publication during the probationary period. The CHF Department or research grants can support the higher of a student assistant to work with faculty for research purposes.

Service activities to the program, department, college, institution, profession, and community are expected and valued. All faculty are expected to serve on committees at the department, college, and university levels. The extent of service varies depending upon needs and interests of the department or college as well as the interest of faculty member.

At the department level all Early Childhood faculty participate in regular department meetings and Early Childhood committee meetings. Early Childhood faculty also participate in the staff meeting as staff development training sessions with the Melba S. Lehner (MSL) Children's School. We have for the last two years been actively participating in committees and activities as part of the self-study process for the NAEYC Early Learning Program Accreditation of the MSL Children's School. Additional service has been needed for the NAEYC Higher Education Accreditation program. Faculty also attend the CHF Community Advisory Board that meets for lunch five times a year as long a teaching schedule does not conflict.

CHF Department search committees for faculty and staff have been at least an annual service necessity that positively allows faculty a voice in the hiring process. Ad hoc committees are also formed, for example, to develop department marketing initiatives or work on the bi-annual Families Alive Conference. Early Childhood faculty are required to take on the leadership role as chair of the conference based on seniority and years of employment.

Early Childhood faculty members are assigned as faculty advisors for each candidate in the program. Faculty Advisors get to know candidates through coursework and provide support for them as they discern their career goals. For Early Childhood candidates, faculty must approve courses to comprise an area of specialization for an advisee. Faculty also individually work with candidates and advise them through finding a location, determining goals, objectives, strategies and documentation that will be used to meet requirements that result in creating a professional development portfolio as part of CHF 4890 Cooperative Work Experience. This is an expectation of service in the CHF Department specific to the Early Childhood Program. It is in addition to the regular teaching load and is not compensated. Many faculty even take on candidates for the cooperative work experience during the summer when they are not officially on contract to support candidates in graduating in a timely manner.

Weber State University has a strong Concurrent Enrollment program with area high schools that require both faculty leadership, annual training, and that faculty visit the high schools once a year to observe, provide support, and evaluate the high school teachers approved to teach the CHF Department courses. Fortunately, the Concurrent Enrollment budget does allow for a nominal stipend in recognition of the time invested.

Two Early Childhood faculty members serve on the WSU Charter Academy Kindergarten Board of Directors. This public kindergarten charter school is housed in the CHF Department. Board positions are three year appointments. One of the faculty serve as the Chair of the Board. This academic year, this leadership position has been compensated with a one course buy-out each semester provided through the Moyes College of Education Dean.

At the college level, members of the faculty in the Early Childhood Program serve on college committees such as the College Curriculum Committee, the Moyes Academic Support and Technology Endowment Committee (ASTE) and the program related Early Childhood and Elementary Education Committee. University committee service is also an expectation for tenure. Committees Early Childhood faculty members are currently serving on include the University Curriculum Committee and the Research, Scholarship and Professional Growth Committee.

Another expectation recognized as valuable for tenure is service to the profession and greater community. All Early Childhood faculty members serve on boards in the community or as part of professional organizations that support the advancement of early childhood as a profession and the needs of young children in the state of Utah.

*Please provide a one-page description of plans to address challenges and build on current strengths in this area:*

A genuine strength of our Early Childhood Program is cohesive faculty with complementary knowledge, skills, and personalities who enjoy working together. However, we are often stretched in our capacity to meet all of the demands of coordinating our programs, developing new coursework, staying current with the research literature and best practices in the field, marketing our programs, and meeting the needs of our candidates.

As such, the major challenge in this area is filling the open Early Childhood faculty position. Two search committees over the last two years have been unable find a suitable fit for the opening, although the position was offered to one candidate, the offer was not accepted. The applicant pool in each case has been small. To address this after the first search, we revised the job description and evaluation criteria to make sure they aligned more closely with our mission, philosophy, and NAEYC developmentally appropriate practice. It is possible that the relatively lower salary and, potentially, the unfamiliar location contribute to this challenge. We continue to be hopeful that the next search committee in the fall of 2017 will find someone who will be a good fit to bring into our Early Childhood faculty as a member of our team regardless of the limitations that are outside of our control at the department or program level.

Being a small program with limited faculty, it is easy to bring all members into every project, committee, and decision. In part this is because we work so well together and value the opinions and contributions of each member of the team. However, at times this is a factor in workloads that have grown too intense. To combat this, we evaluate each faculty member's strengths, experience, and goals. We have restructured committees to have less members, but strategically include the most valuable member for that committee. We cross-prep course so we can shift teaching assignments and we have two courses that are co-taught. These strategies provide some flexibility and support for our faculty members.

We currently have several research projects that are collaborative efforts across faculty or directly support the continuous improvement of our program(s). Additionally, to build on our strength of cohesiveness, we schedule a one a year daylong meeting to recap on the year and plan for the upcoming year and further into the future. This allows for focus time to process, collaborate, reflection, evaluate our program as well as support each individual team member.

In the future, we will be exploring more ways to be compensated for some of the work that seems above and beyond contract responsibilities and the usual requirements for tenure. Investigating possibilities for funding course buy-outs to work on large special projects would be one avenue to leverage our time and talents. One idea discussed has been creating a traditional course for CHF 4890 Cooperative Work Experience taught by one faculty member would be a way to address the issue of compensation as well as benefit candidates in opportunities to co-construct knowledge. Another possibility is to accrue 0.5 hour credit per candidate advised through the cooperative work experience which would result in relief of teaching one course after six students advised. This is also true for the AAS candidates who are required to take CHF 2890 Cooperative Work Experience and, in addition, the CHF 2860 Practicum.

## Criterion 12: Professional Development

Faculty are provided with professional development that strengthens their ability to promote candidates' learning in relation to NAEYC standards.

Rationale: Early childhood education is a rapidly developing and changing field. Strong programs help faculty keep current and engaged in their profession, and they continuously assess faculty effectiveness, so that ultimately candidates may benefit.

### **Indicators of strength:**

*Note: Indicators apply to all faculty, whether hired on a temporary, part-time, or full-time basis.*

- Faculty members stay current and engaged in the field. Depending on the institutional and program mission and the faculty member's individual role in the program, this may occur through a combination of active participation in professional organizations, conferences, scholarly activity, and/or service to the profession.
- Faculty members have opportunities to develop knowledge and collaborative relationships with professionals in other disciplines, such as health, speech and language, or special education.
- Opportunities are provided for faculty development, such as travel support, leave, in-service training, education visits, exchanges, and fellowships.
- Faculty members' performance is periodically reviewed and evaluated; the review uses multiple methods of evaluation, such as self-assessment and reflection, candidate evaluations, professional early childhood peer evaluations, and assessment by other individuals.

### **Sources of evidence:**

1) Report:

- a one- to two-page summary of how program provides professional development and how it conducts and uses faculty evaluations.
- a one-page description of plans to address challenges and build on current strengths in this area.

2) Site Visit: Interviews with administrators and faculty



*Please provide a one- to two-page summary of how program provides professional development and how it conducts and uses faculty evaluations:*

The field of early childhood is a diverse community in the state of Utah. Each member of our faculty is involved in various projects and committees at the university, community, and state level that motivate keeping current with research and appropriate practices in the early childhood field as well as contributing to our engagement in the profession.

Faculty have taken advantage of several opportunities for professional development. Working with UAEYC, members of the WSU faculty have developed a coaching certificate program in our state. Each member of the faculty actively participates in the annual Utah Early Childhood Conference by helping organize the conference, presenting workshops, and supporting student participation and poster presentations. All members of the faculty have completed training in Pre-K Classroom Assessment Scoring System (CLASS) Observation Training. Faculty have worked diligently to incorporate teaching effective interactions in several of our courses based on the CLASS domains of emotional support, classroom organization, and instructional support.

Faculty have worked persistently to integrate research-based practices from the National Center for Quality Teaching and Learning (NCQTL) and the EarlyEdU Alliance. One of our faculty members has participated in this training led by the University of Washington's College of Education. The Supporting Language and Literacy Development in Preschool course has formed the basic framework for the online version of CHF 4130 Language Development and Emergent Literacy in Early Childhood currently taught as one of the required courses in our program. Other elements of courses offered through the Early EdU Alliance have been incorporated into our existing and newly designed courses, particularly as they support teaching effective interactions using the CLASS. Additionally, faculty have committed to a Practice Based Coaching (PBC) Model. This has required professional development for the faculty as well as the mentor teachers in the Melba S. Lehner (MSL) Children's School.

Faculty regularly participate in conferences including international, national, state/regional including World Association for Infant Mental Health, NAEYC, Society for Research in Child Development (SRCD), Administration for Children and Families (ACF) National Research Conference on Early Childhood, National Conference on Family Relations (NCFR), Society for Research on Human Development (SRHD), and the Utah Early Childhood Conference. The Jerry and Vickie Moyes College of Education Endowment supports travel for up to \$3,500 annually to fund faculty in the Early Childhood Program for travel to participate in and present research at professional conferences. The department provides up to \$500 annually to cover the cost of conference registration; other travel funds are available through university resources.

All of our full-time Early Childhood faculty are tenured or have tenure-track appointments. As part of the tenure process, faculty are reviewed and evaluated on a regular basis as part of the tenure process. This includes a thorough self-assessment and reflection of contributions made across the areas of teaching, scholarship, and professional service. Candidate evaluations at the end of the semester provide insight into the effectiveness of our teaching from the candidates' perspective. Part of the tenure self-assessment is to reflect on these candidate evaluations indicating changes made based on this feedback. Peer review committees observe in faculty teaching, interview candidates, and provide feedback. Committees at the department, college and university levels review all tenure documents.

The normal probationary period for a faculty member in a tenure-track appointment is six years, with a formal interim review scheduled during the third year, and a formal, final tenure review scheduled

during the sixth year. The time in rank for normal promotion from assistant to associate professor is six years. To be promoted from assistant to associate professor one must either have been granted tenure or be granted tenure at the same time as the promotion. A candidate who fails the tenure review process cannot be advanced in rank (see WSU Policies & Procedures Manual 8.11)

*Please provide a one-page description of plans to address challenges and build on current strengths in this area:*

A definitive strength for the Early Childhood Program is our openness to learning new ideas and strategies for expanding our program quality to support candidates' success and develop candidate's identity as professionals in the field of early childhood. The challenge is how to best incorporate what we learn through professional development opportunities into our program in an intentional, systematic way. This takes continuous coordination to maximize our resources. One way that we address this challenge is through collaborative meetings of all program instructors teaching core courses at the end of each academic year to plan for the next year and ensure a cohesive quality of our program as we make changes integrating new information.

The process of going through this self-study has been one way that we are meeting the challenge of how to assimilate professional development including new information, research, and practices into our program. We believe that our willingness to pursue accreditation for all three of our programs (AAS, and BS in EC and ECE) as a part of the pilot for the baccalaureate accreditation is indicative of our commitment to continuous professional development.

There are many more opportunities for professional development than resources (time and money) allow. Therefore, the Early Childhood faculty and team members attempt to use our limited resources wisely by looking for and participating in professional development opportunities that build on individual skills and interests in a way that is complementary for our work as a team with a shared mission and vision of advancing the field of early childhood.

## E. SUPPORTIVE INFRASTRUCTURE AND ORGANIZATION OF PROGRAM

### Criterion 13: Program Organization and Guidance

The program's organization and guidance are mission-driven and participatory, placing the needs of candidates as its first priority.

Rationale: Strong programs function out of a clear sense of mission, seek the involvement of all stakeholders, and place the needs of candidates at the center of their operations.

#### **Indicators of strength:**

- The program sets goals and plans in conjunction with the college and program mission and in response to stakeholder and community needs.
- Faculty, including part-time faculty, are informed about and regularly participate in program decision-making.
- As appropriate to their role, faculty have opportunities to participate in college-wide decision-making.
- Candidates participate in evaluation of courses, faculty, field experiences, and the program.
- With advisory council, faculty, and other stakeholder involvement, the program establishes strategic objectives to address candidate and stakeholder needs; incorporate new knowledge about the education of children and families, and enhance its performance.

#### **Sources of evidence:**

3) Report:

- a one- to two-page summary of key features of program organization and governance; strategies to engage faculty in program and institution-wide decision-making ; and strategies to engage faculty, candidates and other stakeholders in program development.
- a one-page description of plans to address challenges and build on current strengths in this area.

4) Site Visit: Interviews with stakeholders. Program should have available a summary of current strategic objectives and how they were developed.

*Please provide a one- to two-page summary of key features of program organization and governance; strategies to engage faculty in program and institution wide decision making; and strategies to engage faculty, candidates and other stakeholders in program development.*

The Early Childhood Program is housed in the Department of Child and Family Studies (CHF), within the Jerry and Vickie Moyes College of Education. The department, college, and university engage in a shared governance policy which allows for and welcomes input from faculty and staff. Decisions are based upon consensus building and democratic processes. Prior to making final decisions, all faculty and staff are provided an opportunity to express views and provide input.

The program organizational structure includes one Early Childhood (EC) and Early Childhood Education (ECE) Committee which is comprised of all faculty in these programs, the Director of the Melba S. Lehner (MSL) Children's School (lab school), and the Department Chair. The EC and ECE Committee is charged with curriculum decisions, assessment, course scheduling, and accreditation for all Early Childhood Programs including the Early Childhood AAS, Early Childhood BS (non-licensure), and Early Childhood Education BS (licensure).

The MSL Children's School is a lab school solely affiliated with the CHF Department and the Early Childhood Program. The MSL Children's School has a director whose responsibilities include enrolling children and building relationships with families, coordinating schedules, managing facilities, training, mentoring and supporting staff and classroom teachers. The director reports to the CHF Department Chair and coordinates curriculum and university candidate experiences with the Early Childhood faculty.

There is a committee comprised of faculty in both the Early Childhood Education and Elementary Education Programs that meets regularly to review curriculum issues that affect both programs. This committee is charged with facilitating collaboration and integration between the two programs.

At the college level, there are several committees that are connected to the Early Childhood Program including curriculum, leadership council comprised of department chairs in the college, and academic support and technology funding. At the university level, there are several committees and organizations that impact the Early Childhood Program. Some of these university committees include due process, curriculum, salaries and benefits, academic resource and computing, faculty senate, and several other committees. All faculty are eligible to serve on these committees and are selected by vote or appointment.

The Early Childhood Program works closely with a Child and Family Studies Community Advisory Board that represents diverse local community agencies serving families and young children. This board not only helps to assist and advise the Early Childhood Program in accomplishing the vision and mission, but also to address issues and concerns that currently confront children and families in the community. The regular meetings with the board look at concerns that local agencies are facing and potential support that Early Childhood Program might provide.

*Please provide a one-page description of plans to address challenges and build on current strengths in this area:*

The challenges in the area of organization and guidance entail collaboration and connection between the Early Childhood faculty and the MSL Children's School director and teaching staff. In response to these challenges, several changes in governance and decision-making occurred. The Executive Committee of the MSL Children's School was established to foster and facilitate effective communication, collaboration, and integration of experiences for university students in the classroom and the lab school. University faculty became more involved with staff and training meetings with the mentor teachers in the MSL Children's School. Additionally, ad-hoc committees were formed to facilitate the NAEYC Accreditation of the early learning program of the MSL Children's School. An ad-hoc committee was also formed to facilitate the accreditation of the Early Childhood AAS, BS and Early Childhood Education BS Programs. These committees include faculty members as well as staff members in the MSL Children's School. Much progress has been made; however, there are still areas for improvement.

The areas for improvement include an ongoing need for training and professional development for the staff in the MSL Children's School. Another ongoing area of improvement is the integration of university classroom experiences with the candidate experiences in the lab school environment. The EC and ECE Committee provides an organizational structure to facilitate improved communication, training, and collaboration between these aspects of our program. The director of the MSL Children's School and the Department Chair conduct annual reviews and performance evaluations of all staff in the MSL Children's School. Specific feedback is provided to foster improvement and professional growth. A committee is working on a better-defined system for these performance evaluations that align with NAEYC standards and our program philosophy.

Recent program changes designed to align with our mission and philosophy have been made with the addition of new courses, clarification of pre-requisites, and revisions of traditionally taught courses. The Early Childhood faculty are working closely with the, CHF Department Chair, MSL Children's School Director, the Elementary Education program in Teacher Education, and Senior Academic Advisors to develop systematic processes that will ensure each candidate's experience contributes to meeting professional goals and gaining deeper knowledge about the education of children and families.

## Criterion 14: Program Resources

The program has sufficient resources to support its efforts to promote candidates' learning in relation to NAEYC standards.

Rationale: Appropriate learning materials, support staff, and budget resources are essential if strong programs are to meet candidates' learning needs.

### **Indicators of strength:**

- Faculty and candidates have access to and use of appropriate instructional materials and technology to support candidates' success in relation to NAEYC standards, such as early childhood classroom materials, consumable supplies, video and other media equipment, and computers.
- The institution's library/information technology center reflects a commitment to child development and early childhood education as reflected in the NAEYC standards. A sufficient number of current books, journals, periodicals, media, and other materials that reflect the diversity of philosophy in the field are available. Adequate library/information technology center resources may include study space for candidates; instructional and curriculum laboratories; media and data processing and technological equipment; and cooperative educational and research relationships with early childhood settings and practitioners.
- The program's budget reflects a level of support comparable to other programs at the institution or to similar early childhood programs elsewhere, and is adequate to allow the program to support candidates' learning in relation to the standards.
- Faculty have access to adequate institutional resources to allow them to meet their responsibilities in the program.

### **Sources of evidence:**

#### 1) Report:

- a one- to two-page description of the program's budget and other resources. The program should include a chart comparing the support for the ECE program with support for comparable programs at the institution.
- a one-page description of plans to address challenges and build on current strengths in this area.

#### 2) Site Visit: Interviews with faculty and administrators. Review of additional materials related to program resources. Tours of relevant sites such as media center or curriculum lab, as needed and as suggested by the program.

*Please provide a one- to two-page description of the program's budget and other resources. The program should include a chart comparing the support for the ECE program with support for comparable programs at the institution.*

The Child and Family Studies Department receives approximately 20K in annual revenue from a departmental based endowment that is specifically targeted for support of the Early Childhood program and its' faculty and approximately 17K in annual revenue from Concurrent Enrollment fee sharing with approximately 15K in annual revenue from grant indirect sharing.

The Early Childhood Program in the Child and Family Studies Department has designated salary lines funded in the university budget to pay the salary and benefits for 5 tenure-track positions in the department. Four of these positions currently are filled. The university also funds one, full-time administrative assistant who supports the Department of Child and Family Studies. An academic advisor is funded by the university to support for all programs in the department by providing academic advising to candidates. The academic advisor assumes the majority of the duties of advising candidates, particularly in the early years of their program, which frees up time for faculty to engage in other professional activities. The Early Childhood Program in the Child and Family Studies Department is housed in the Jerry and Vickie Moyes College of Education. The college has a full time Technology Specialist who supports all faculty and staff in the college. This individual keeps track of the age and condition of computers and other technology in the college and makes sure that equipment is updated and/or replaced on a regular basis. All classrooms have up-to-date technology and are kept in good working order. The college has a full time recruiter that works on campus and in the community to advance the departments, programs and events in the college. In addition to federal work studies, who can be hired to support departments and faculty, the WSU 50/50 program provides an opportunity to hire additional candidates to support faculty research and other activities. Currently the department has four undergraduate student Teaching Assistants employed; two are specifically assigned to assist the four early childhood faculty with teaching tasks for up to about six hours/faculty each week.

The Department of Child and Family Studies operating budget that covers the costs of office supplies such as paper, printing, pens, etc. The college funds computer upgrades and replacement on a regular schedule (every 3-6 years). Support for technology is available through the Jerry and Vickie Moyes College of Education Endowment: Academic Support and Technology Committee. Faculty and staff are eligible to apply for funding for a wide variety of ideas including: funds to support research, specialized software or technology, and program renewal or new program start-up funds. The Moyes Endowment also provides funding to faculty in the Early Childhood Program for travel for up to \$3,500 to participate in and present research at professional conferences. The department provides up to \$500 annually to cover the cost of conference registration; other travel funds are available through university resources. The department provides funding for individual faculty to hire a research assistant for 10-hours a week. The university also provides support to identify funding sources and grant writing through the Office of Sponsored Projects. There are multiple professional service opportunities available to faculty and can readily serve on committees at the university and in the community.

The Melba S. Lehner (MSL) Children's School is a significant part of our program since it is the location for several field experiences completed by candidates. There is a director of the school, four full-time mentor teachers, one three-quarter time mentor teacher, and several part-time paid assistants assigned to classrooms as needed. The MSL Children's School budget is separate from the department's operating budget.



There is a large endowment (\$2.5 million when fully funded) to support the MSL Children’s School. These funds are designated for the following areas: 1) Upgrades in facilities and equipment in the MSL Children’s School. 2) Development and implementation of parent education in the MSL Children’s School. 3) Program development to improve the educational offerings for candidates who use the MSL Children’s School and needs of the Department which impact the education of early childhood teachers (e.g., accreditation, curriculum development, books, manuals, etc.). 4) Research projects related to the MSL Children’s School conducted by faculty, staff, and candidates. 5) Faculty activities and projects that enhance teaching related to the MSL Children’s School. 6) Scholarships for students majoring in the Department of Child and Family Studies. Annual proceeds from the endowment, when fully funded, are estimated to be between \$50,000 – 100,000, depending upon market performance.

Grants are written annually through the Carl D. Perkins federal program. These funds are used to purchase materials and equipment that are used to support lab classrooms in the MSL Children’s School for the Early Childhood and Early Childhood Education Programs. Annually this brings in between \$10,000 – \$30,000 through this funding source.

**Chart comparing the support for the Early Childhood Program with support for comparable programs at the institution**

| College Departments                   | Teacher Education        | Athletic Training & Nutrition | Health Promotion & Human Performance | Child and Family Studies |
|---------------------------------------|--------------------------|-------------------------------|--------------------------------------|--------------------------|
| Number of Faculty                     | 19                       | 9                             | 10                                   | 10                       |
| Department E&G Budget                 | 3,536 per faculty member | 3,230 per faculty member      | 3,661 per faculty member             | 3,663 per faculty member |
| Average salary (Assistant Professor)  | 53,987                   | 55,037                        | 54,089                               | 54,084                   |
| *Average salary (Associate Professor) | 59,407                   | n/a                           | 59,714                               | 59,491                   |
| Academic Advisor                      | 2                        | 1                             | 1                                    | 1                        |

\* Comparisons on Full Professors were not run as number and time in rank varies so much between departments.

*Please provide a one-page description of plans to address challenges and build on current strengths in this area.*

A challenge is relatively lower salaries for all faculty at Weber State University compared to similar universities across the country. The Early Childhood faculty members do not have lower salaries than faculty in similar programs at the university. Faculty compensation is a challenge that requires action from the Utah State Legislature and high-level university administration (i.e., President, Provost).

One challenge we have had is finding qualified new faculty to hire to fill the fifth tenure-track faculty position currently open. Two search committees over the last two years have been unable find a suitable fit for the opening, although the position was offered to one candidate, it was not accepted. The applicant pool in each case has been small. To address this, we revised the job description and evaluation criteria to make sure they align with our philosophy and NAEYC developmentally appropriate practice. It is possible that the relatively lower salary and, potentially, the location contribute to the challenge. We continue to be hopeful that the next search committee will find a good fit regardless of the limitations that are outside of our control at the department or program level.

Another identified challenge is making sure that the mentor teachers in the MSL Children's School are able to provide high quality coaching for our candidates in their lab experiences. To this end, we have taken specific steps to address scheduling of candidates to be in the lab during prime times when mentor teachers are best able to provide support toward the learning outcomes in each course. We have been consistently challenged by paid assistants with varying availability to work due to candidate class schedules. Recently approved was the hire of a full-time assistant for the lab school. Our vision is to be able to provide more full-time assistants such that we rely less on the variable schedules of candidates as paid assistants. This will also provide more consistency in the classrooms supporting children's learning and allowing for more time for mentor teachers to give feedback and coaching with candidates.

# PART TWO: PROGRAM CONTENT AND OUTCOMES

## F. LEARNING OPPORTUNITIES

What is the evidence that the program's candidates have opportunities to learn and are gaining competence in relation to the NAEYC Standards?

Rationale: Strong programs ensure that their candidates can take advantage of courses, field experiences, and other learning experiences that help them gain the knowledge, skills, and professional dispositions appropriate for early childhood degree program graduates. All early childhood degree programs have a responsibility to address all of the standards while recognizing that certain aspects of a standard may appear especially important for programs at particular degree levels and/or with other particular characteristics.

### **Indicators of Strength:**

- The program aligns its courses and field experiences with NAEYC Standards and takes into account state early learning standards, Head Start standards, standards of the Council for the Accreditation of Educator Preparation, and/or other relevant standards.
- The program analyzes what aspects of the standards are emphasized in the program's learning opportunities, and at what breadth and depth.

### **Sources of evidence:**

#### 3) Report:

- a five- to ten-page curriculum chart of program's learning opportunities and sample assessments in relation to the standards. Describe the activity or assessment in a phrase such as family interview or quiz, with course numbers. Note: This list should provide a thoughtfully selected view of the most meaningful assessments used in the program for each standard and is not restricted to your key assessments.
- a one- to two-page commentary on the chart (for example, description of how the program decides which aspects of the standards to address in greater depth; themes or aspects of the conceptual framework embedded throughout the opportunities).
- a one-page description of plans to address challenges and build on current strengths in this area.
- Site Visit: Document review, including course packets that link to the curriculum chart. Interviews with faculty and candidates; visits to classes and field experience sites to expand on and support report.

*Please provide a five- to ten-page curriculum chart of program's learning opportunities and sample assessments in relation to the standards. Describe the activity or assessment in a phrase such as family interview or quiz, with course numbers. Note: This list should provide a thoughtfully selected view of the most meaningful assessments used in the program for each standard and is not restricted to your key assessments.*

**Below is a list of required major courses for the Early Childhood A.A.S Program:**

CHF 1500 - Human Development

CHF 2500 - Development of the Child

CHF 2600 - Introduction to Early Childhood Education

CHF 2610 - Guidance Based on Developmental Theory

CHF 2620 - Planning Creative Experiences for Young Children

CHF 2670 - STEM and Approaches to Learning in Early Childhood

CHF 2860 – Practicum

CHF 2890 - Cooperative Work Experience

CHF 2990A - Seminar in Child Development

| Curriculum Chart: Sample learning opportunities and assessments for each accreditation standard |                                                                           |                                                                                                         |
|-------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| (5-10 pages maximum)                                                                            |                                                                           |                                                                                                         |
| <b>Standard 1:<br/>Promoting Child<br/>Development and<br/>Learning</b>                         | <b>Learning Opportunities<br/>(activity, course number)</b>               | <b>Related assessments of candidate<br/>performance</b>                                                 |
| <b>1a:</b> Knowing and understanding young children's characteristics and needs                 | Exams (1500)                                                              | Closed book multiple choice exams                                                                       |
|                                                                                                 | Exams 1 & 2 (2500)                                                        | Closed book essay exams                                                                                 |
|                                                                                                 | Exams 3 & 4 (2600)                                                        | Closed book exams including multiple choice, true/false, short answer, and essay questions              |
|                                                                                                 | Online Quizzes (2500)                                                     | Weekly open book mini quizzes with true/false, multiple choice, fill in blank, and matching questions   |
|                                                                                                 | Reality Experience Assignments (1500)                                     | Papers based on reality experiences in different life stages                                            |
|                                                                                                 | Child Development Observations (2500)                                     | Structured observations of preschool and kindergarten age children in early care and education settings |
|                                                                                                 | Child Interviews (2500)                                                   | Interviews with children 6-12 years                                                                     |
|                                                                                                 | Case Study for Individualizing and Culturally Responsive Practices (2600) | An in-class discussion and an exam question                                                             |
| <b>1b:</b> Knowing and understanding the multiple influences on development and learning        | Exams (1500)                                                              | Closed book multiple choice exams                                                                       |
|                                                                                                 | Exams 1& 2 (2500)                                                         | Closed book essay exams                                                                                 |
|                                                                                                 | Exams 3 & 4 (2600)                                                        | Closed book exam including multiple choice, true/false, short answer, and essay questions               |
|                                                                                                 | Online Quizzes (2500)                                                     | Weekly open book mini quizzes with true/false, multiple choice, fill in blank, and matching questions   |

|                                                                                                                           |                                                                                         |                                                                                                                                                                                                                                    |
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|                                                                                                                           | Reality Experience Assignments (1500)                                                   | Papers based on reality experiences in different life stages                                                                                                                                                                       |
|                                                                                                                           | Child Interviews (2500)                                                                 | Interviews with children 6-12 years                                                                                                                                                                                                |
|                                                                                                                           | Child Development Observations (2500)                                                   | Structured observations of preschool and kindergarten age children in early care and education settings                                                                                                                            |
|                                                                                                                           | Case Study for Individualizing and Culturally Responsive Practices (2600)               | An in-class discussion and an exam question                                                                                                                                                                                        |
|                                                                                                                           | Exploring Practices for Embracing Individual, Cultural, and Linguistic Diversity (2600) | A paper based on observations in early childhood settings focusing on teaching practices that support individual, cultural, and linguistic diversity                                                                               |
| <b>1c:</b> Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments | Child Development Observations (2500)                                                   | Structured observations of preschool and kindergarten age children in early care and education settings                                                                                                                            |
|                                                                                                                           | Child Interviews (2500)                                                                 | Interviews with children 6-12 years                                                                                                                                                                                                |
|                                                                                                                           | Book Assessment (2500)                                                                  | An assessment of a children's novel to reflect child development theories, characteristics, and milestones.                                                                                                                        |
|                                                                                                                           | Connecting Age Appropriate Developmentally Appropriate Practice and Theory (2600)       | A paper based on observations in an early childhood classroom using the developmentally appropriate practice framework to identify characteristics of classroom quality                                                            |
|                                                                                                                           | Individual Guidance Plan Written Report (2610)                                          | A lab-based report on documentation, decision-making, intervention, and monitoring of challenging behaviors in a young child who needs more individualized assistance in social and emotional learning                             |
|                                                                                                                           | Learning Experience Plans, Implementations, and Self-Reflections (2620)                 | Written plans, implementation, and evaluative reflections on developmentally appropriate child directed learning experiences                                                                                                       |
|                                                                                                                           | STEM Family Activities (2670)                                                           | STEM learning activities for children to complete at home with families.                                                                                                                                                           |
| <b>Standard 2: Building Family and Community Relationships</b>                                                            | <b>Learning Opportunities (activity, course number)</b>                                 | <b>Related assessments of candidate performance</b>                                                                                                                                                                                |
| <b>2a:</b> Knowing about and understanding diverse family and community characteristics                                   | Exams 1 & 2 (2500)                                                                      | Closed book short essay exams                                                                                                                                                                                                      |
|                                                                                                                           | Exam 4 (2600)                                                                           | Closed book exam including multiple choice, true/false, short answer, and essay questions                                                                                                                                          |
|                                                                                                                           | Reality Experience Assignments (1500)                                                   | Papers based on reality experiences in different life stages                                                                                                                                                                       |
|                                                                                                                           | Case Study for Individualizing and Culturally Responsive Practices (2600)               | An in-class discussion and an exam question                                                                                                                                                                                        |
|                                                                                                                           | Program Types & Historical Influences (2600)                                            | Observations and descriptions of two different types of early childhood programs regarding program type and services, purpose, demographics of children and families serviced, philosophy, funding, and type of quality regulation |
|                                                                                                                           | Exploring Practices for Embracing Individual, Cultural, and Linguistic Diversity (2600) | A paper based on observations in early childhood settings focusing on teaching practices that support individual, cultural, and linguistic diversity                                                                               |
| <b>2b:</b> Supporting and engaging families and communities through respectful, reciprocal relationships                  | Case Study for Individualizing and Culturally Responsive Practices (2600)               | An in-class discussion and an exam question                                                                                                                                                                                        |
|                                                                                                                           | Parent-Teacher Conferences (2860)                                                       | Face-to-face meetings with parents of approximately 4 children from the student teaching classroom                                                                                                                                 |

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| <b>2c:</b> Involving families and communities in their children's development and learning                           | STEM Family Activities (2670)                           | STEM learning activities for children to complete at home with families.                                                                                    |
|                                                                                                                      | Parent-Teacher Conferences (2860)                       | Face-to-face meetings with parents of approximately 4 children from the student teaching classroom                                                          |
| <b>Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families</b>                      | <b>Learning Opportunities (activity, course number)</b> | <b>Related assessments of candidate performance</b>                                                                                                         |
| <b>3a:</b> Understanding the goals, benefits, and uses of assessment                                                 | Lab Experience Observations (2620)                      | Observations of lab experience using multiple observational tools                                                                                           |
|                                                                                                                      | Webbing Observation (2620)                              | Focused observations of individual child behavior to enhance individualized planning for group instruction                                                  |
|                                                                                                                      | Child Profiles (2860)                                   | Documented assessment results for two children in different developmental domains and appropriate, domain-specific goals to guide future teaching practice  |
|                                                                                                                      | Child Portfolios (2860)                                 | Portfolios that contain selected materials to support what has been learned about two children                                                              |
|                                                                                                                      | Final Comprehensive Exam (2990A)                        | A closed book capstone exam to measure learning outcomes in the Early Childhood or Early Childhood Education Program                                        |
| <b>3b:</b> Knowing about and using observation, documentation, and other appropriate assessment tools and approaches | Child Development Observations (2500)                   | Structured observations of preschool and kindergarten age children in early care and education settings                                                     |
|                                                                                                                      | Individual Guidance Plan Meeting (2610)                 | A collaborative meeting to make decisions on a young child who needs more individualized assistance in social and emotional learning                        |
|                                                                                                                      | Individual Guidance Plan Written Report (2610)          | A written report on documentation, decision-making, intervention, and monitoring of challenging behaviors in a young child                                  |
|                                                                                                                      | Webbing Observation (2620)                              | Focused observations of individual child behavior to enhance individualized planning for group instruction                                                  |
|                                                                                                                      | Lab Experience Observations (2620)                      | Observations of lab experience using multiple observational tools                                                                                           |
|                                                                                                                      | Child Profile (2860)                                    | Documented observation results for two children in different developmental domains and appropriate, domain-specific goals to guide future teaching practice |
|                                                                                                                      | Child Portfolios (2860)                                 | Portfolios that contain selected materials to support what has been learned about two children                                                              |
| <b>3c:</b> Understanding and practicing responsible assessment to promote positive outcomes for each child           | Individual Guidance Plan Written Report (2610)          | A written report on documentation, decision-making, intervention, and monitoring of challenging behaviors in a young child                                  |
|                                                                                                                      | Webbing Observation (2620)                              | Focused observations of individual child behavior to enhance individualized planning for group instruction                                                  |
|                                                                                                                      | Lab Experience Observations (2620)                      | Observations of lab experience using multiple observational tools                                                                                           |
|                                                                                                                      | Child Profile (2860)                                    | Documented observation results for two children in different developmental domains and appropriate, domain-specific goals to guide future teaching practice |
|                                                                                                                      | Child Portfolios (2860)                                 | Portfolios that contain selected materials to support what has been learned about two children                                                              |
| <b>3d:</b> Knowing about                                                                                             | Reflective Logs (2610)                                  | 12 weekly logs to document and reflect on trust relationships in the lab, feedback provided by mentor                                                       |

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| assessment partnerships with families & other professional colleagues                                                     |                                                                                         | teachers, results of a specific observation task, and plan for the next lab visit                                                                                                       |
|                                                                                                                           | Individual Guidance Plan Meeting (2610)                                                 | A collaborative meeting to make decisions on a young child who needs more individualized assistance in social and emotional learning                                                    |
|                                                                                                                           | Child Portfolios (2860)                                                                 | Portfolios that contain selected materials to support what has been learned about two children                                                                                          |
| <b>Standard 4: Using Developmentally Effective Approaches to Connect with Children and Families</b>                       | <b>Learning Opportunities (activity, course number)</b>                                 | <b>Related assessments of candidate performance</b>                                                                                                                                     |
| <b>4a:</b> Understanding positive relationships and supportive interactions as the foundation of their work with children | Classroom Structure and Process Quality Observation (2600)                              | Final exam and a synthesis paper to observe and evaluate structure and process quality of 2 classrooms and to examine implications for public policies                                  |
|                                                                                                                           | Connecting Age Appropriate Developmentally Appropriate Practice and Theory (2600)       | A paper based on observations in an early childhood classroom using the developmentally appropriate practice framework to identify characteristics of classroom quality                 |
|                                                                                                                           | Exploring Practices for Embracing Individual, Cultural, and Linguistic Diversity (2600) | A paper based on observations in early childhood settings focusing on teaching practices that support individual, cultural, and linguistic diversity                                    |
|                                                                                                                           | Online Quizzes (2610)                                                                   | Weekly open book mini quizzes with objective questions, e.g., true/false, multiple choice, fill in blank, and matching.                                                                 |
|                                                                                                                           | Reflective Logs (2610)                                                                  | 12 weekly logs to document and reflect on trust relationships in the lab, feedback provided by mentor teachers, results of a specific observation task, and plan for the next lab visit |
|                                                                                                                           | Final Comprehensive Exam (2990A)                                                        | A closed book capstone exam to measure learning outcomes in the Early Childhood or Early Childhood Education Program                                                                    |
| <b>4b:</b> Knowing and understanding effective strategies and tools for early education                                   | Exam 2 (2600)                                                                           | Closed book exam including multiple choice, true/false, short answer, and essay questions                                                                                               |
|                                                                                                                           | Connecting Age Appropriate Developmentally Appropriate Practice and Theory (2600)       | A paper based on observations in an early childhood classroom using the developmentally appropriate practice framework to identify characteristics of classroom quality                 |
|                                                                                                                           | Exploring Practices for Embracing Individual, Cultural, and Linguistic Diversity (2600) | A paper based on observations in early childhood settings focusing on teaching practices that support individual, cultural, and linguistic diversity                                    |
|                                                                                                                           | Classroom Structure and Process Quality Observation (2600)                              | Final exam and a synthesis paper to observe and evaluate structure and process quality of 2 classrooms and to examine implications for public policies                                  |
|                                                                                                                           | Online Quizzes (2610)                                                                   | Weekly open book mini quizzes with objective questions, e.g., true/false, multiple choice, fill in blank, and matching.                                                                 |
|                                                                                                                           | Reflective Logs (2610)                                                                  | 12 weekly logs to document and reflect on trust relationships in the lab, feedback provided by mentor teachers, results of a specific observation task, and plan for the next lab visit |
|                                                                                                                           | Individual Research Project (2620)                                                      | A project to develop a deeper understanding of a special interest topic related to curriculum planning                                                                                  |
|                                                                                                                           | Final Comprehensive Exam (2990A)                                                        | A closed book capstone exam to measure learning outcomes in the Early Childhood or Early Childhood                                                                                      |

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|                                                                                                 |                                                                                         | Education Program                                                                                                                                                                                      |
| <b>4c:</b> Using a broad repertoire of developmentally appropriate teaching/learning approaches | Connecting Age Appropriate Developmentally Appropriate Practice and Theory (2600)       | A paper based on observations in an early childhood classroom using the developmentally appropriate practice framework to identify characteristics of classroom quality                                |
|                                                                                                 | Exploring Practices for Embracing Individual, Cultural, and Linguistic Diversity (2600) | A paper based on observations in early childhood settings focusing on teaching practices that support individual, cultural, and linguistic diversity                                                   |
|                                                                                                 | Reflective Logs (2610)                                                                  | 12 weekly logs to document and reflect on trust relationships in the lab, feedback provided by mentor teachers, results of a specific observation task, and plan for the next lab visit                |
|                                                                                                 | Individual Guidance Plan Meeting (2610)                                                 | A collaborative meeting to make decisions on a young child who needs more individualized assistance in social and emotional learning                                                                   |
|                                                                                                 | Individual Guidance Plan Written Report (2610)                                          | A written report on documentation, decision-making, intervention, and monitoring of challenging behaviors in a young child                                                                             |
|                                                                                                 | Emergent Planning Project (2860)                                                        | Lesson plans that are created, implemented, and reflected on                                                                                                                                           |
| <b>4d:</b> Reflecting on their own practice to promote positive outcomes for each child.        | Reflective Logs (2610)                                                                  | 12 weekly logs to document and reflect on trust relationships in the lab, feedback provided by mentor teachers, results of a specific observation task, and plan for the next lab visit                |
|                                                                                                 | After-Class Reflective Essays (2610)                                                    | Essays completed after class to further reflect on course content and in-class discussions                                                                                                             |
|                                                                                                 | Individual Guidance Plan Written Report (2610)                                          | A lab-based report on documentation, decision-making, intervention, and monitoring of challenging behaviors in a young child who needs more individualized assistance in social and emotional learning |
|                                                                                                 | Reflective Logs (2860)                                                                  | Reflective papers on guided topics                                                                                                                                                                     |
|                                                                                                 | Final Comprehensive Exam (2990A)                                                        | A closed book capstone exam to measure learning outcomes in the Early Childhood or Early Childhood Education Program                                                                                   |
| <b>Standard 5: Using Content Knowledge to Build Meaningful Curriculum</b>                       | <b>Learning Opportunities (activity, course number)</b>                                 | <b>Related assessments of candidate performance</b>                                                                                                                                                    |
| <b>5a:</b> Understanding content knowledge and resources in academic disciplines                | Learning Experience Plans, Implementations, and Self-Reflections (2620)                 | Written plans, implementation, and evaluative reflections on developmentally appropriate child directed learning experiences                                                                           |
|                                                                                                 | Group Discussion Leader (2620)                                                          | Class discussion on content areas                                                                                                                                                                      |
|                                                                                                 | Exams (2620)                                                                            | Closed book essay exams                                                                                                                                                                                |
|                                                                                                 | Individual Research Project (2620)                                                      | A project to develop a deeper understanding of a special interest topic related to curriculum planning                                                                                                 |
|                                                                                                 | Materials and Equipment File (2670)                                                     | A list of classroom materials and equipment for teaching STEM is prepared                                                                                                                              |
|                                                                                                 | STEM Learning Experiences (2670)                                                        | Developmentally appropriate STEM active learning experiences are developed                                                                                                                             |
|                                                                                                 | STEM Family Activities (2670)                                                           | STEM learning activities for children to complete at home with families                                                                                                                                |
|                                                                                                 | Exams (2670)                                                                            | Closed book multiple choice, short answer, and essay exams                                                                                                                                             |
| Emergent Planning Project (2860)                                                                | Lesson plans that are created, implemented, and reflected on                            |                                                                                                                                                                                                        |
| <b>5b:</b> Knowing and                                                                          | Learning Experience Plans,                                                              | Written plans, implementation, and evaluative reflections                                                                                                                                              |



|                                                                                                                                                                                      |                                                                             |                                                                                                                                                                                         |                                                                                                                                                        |
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| using the central concepts, inquiry tools, and structures of content areas or academic disciplines                                                                                   | Implementations, and Self-Reflections (2620)                                | on developmentally appropriate child directed learning experiences                                                                                                                      |                                                                                                                                                        |
|                                                                                                                                                                                      | Exams (2620)                                                                | Closed book essay exams                                                                                                                                                                 |                                                                                                                                                        |
|                                                                                                                                                                                      | Literacy Connections Project (2670)                                         | A paper describing how children's books are chosen to connect with STEM concepts                                                                                                        |                                                                                                                                                        |
|                                                                                                                                                                                      | Materials and Equipment File (4670)                                         | A list of classroom materials and equipment for teaching STEM                                                                                                                           |                                                                                                                                                        |
|                                                                                                                                                                                      | STEM Learning Experiences (2670)                                            | Developmentally appropriate STEM active learning experiences                                                                                                                            |                                                                                                                                                        |
|                                                                                                                                                                                      | STEM Family Activities (2670)                                               | STEM learning activities for children to complete at home with families                                                                                                                 |                                                                                                                                                        |
|                                                                                                                                                                                      | Exams (2670)                                                                | Closed book multiple choice, short answer, and essay exams                                                                                                                              |                                                                                                                                                        |
| <b>5c:</b> Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child. | Emergent Planning Project (2860)                                            | Lesson plans that are created, implemented, and reflected on                                                                                                                            |                                                                                                                                                        |
|                                                                                                                                                                                      | Learning Experience Plans, Implementations, and Self-Reflections (2620)     | Written plans, implementation, and evaluative reflections on developmentally appropriate child directed learning experiences                                                            |                                                                                                                                                        |
|                                                                                                                                                                                      | Webbing Observation (2620)                                                  | Focused observations of individual child behavior to enhance individualized planning for group instruction                                                                              |                                                                                                                                                        |
|                                                                                                                                                                                      | STEM Learning Experiences (2670)                                            | Developmentally appropriate STEM active learning experiences                                                                                                                            |                                                                                                                                                        |
|                                                                                                                                                                                      | STEM Family Activities (2670)                                               | STEM learning activities for children to complete at home with families                                                                                                                 |                                                                                                                                                        |
| <b>Standard 6: Becoming a Professional</b>                                                                                                                                           | <b>Learning Opportunities (activity, course number)</b>                     | <b>Related assessments of candidate performance</b>                                                                                                                                     |                                                                                                                                                        |
|                                                                                                                                                                                      | <b>6a:</b> Identifying and involving oneself with the early childhood field | Classroom Structure and Process Quality Observation (2600)                                                                                                                              | Final exam and a synthesis paper to observe and evaluate structure and process quality of 2 classrooms and to examine implications for public policies |
|                                                                                                                                                                                      |                                                                             | Exams 1 & 2 (2600)                                                                                                                                                                      | Closed book exams including multiple choice, true/false, short answer, and essay questions                                                             |
|                                                                                                                                                                                      |                                                                             | Teaching and Learning Philosophy (2620)                                                                                                                                                 | A teaching and learning philosophy statement to reflect on and articulate beliefs and practices as a teacher.                                          |
| <b>6b:</b> Knowing about and upholding ethical standards and other professional guidelines                                                                                           | Classroom Structure and Process Quality Observation (2600)                  | Final exam and a synthesis paper to observe and evaluate structure and process quality of 2 classrooms and to examine implications for public policies                                  |                                                                                                                                                        |
|                                                                                                                                                                                      | Exams 1-4 (2600)                                                            | Closed book exams including multiple choice, true/false, short answer, and essay questions                                                                                              |                                                                                                                                                        |
|                                                                                                                                                                                      | Reflective Logs (2610)                                                      | 12 weekly logs to document and reflect on trust relationships in the lab, feedback provided by mentor teachers, results of a specific observation task, and plan for the next lab visit |                                                                                                                                                        |
|                                                                                                                                                                                      | Final Comprehensive Exam (2990A)                                            | A closed book capstone exam to measure learning outcomes in the Early Childhood or Early Childhood Education Program                                                                    |                                                                                                                                                        |
| <b>6c:</b> Engaging in continuous, collaborative learning to inform practice                                                                                                         | Classroom Structure and Process Quality Observation (2600)                  | Final exam and a synthesis paper to observe and evaluate structure and process quality of 2 classrooms and to examine implications for public policies                                  |                                                                                                                                                        |
|                                                                                                                                                                                      | Individual Guidance Plan Meeting (2610)                                     | A collaborative meeting to make decisions on a young child who needs more individualized assistance in social and emotional learning                                                    |                                                                                                                                                        |
|                                                                                                                                                                                      | Reflective Logs (2860)                                                      | Reflective papers on guided topics                                                                                                                                                      |                                                                                                                                                        |
|                                                                                                                                                                                      | Child Profile (2860)                                                        | Documented observation results for two children in different developmental domains and appropriate,                                                                                     |                                                                                                                                                        |

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|                                                                                                |                                                            | domain-specific goals to guide future teaching practice                                                                                                                                                |
|                                                                                                | Professional Portfolio (2600/2990A)                        | An online portfolio that uses artifacts and reflections to demonstrate student's achievement of learning outcomes in early childhood coursework aligned with NAEYC Standards                           |
| <b>6d:</b> Integrating knowledgeable, reflective, and critical perspectives on early education | Classroom Structure and Process Quality Observation (2600) | Final exam and a synthesis paper to observe and evaluate structure and process quality of 2 classrooms and to examine implications for public policies                                                 |
|                                                                                                | Exam 1 (2600)                                              | Closed book exam including multiple choice, true/false, short answer, and essay questions                                                                                                              |
|                                                                                                | Individual Guidance Plan Written Report (2610)             | A lab-based report on documentation, decision-making, intervention, and monitoring of challenging behaviors in a young child who needs more individualized assistance in social and emotional learning |
|                                                                                                | Individual Research Project (2620)                         | A project to develop a deeper understanding of a special interest topic related to curriculum planning                                                                                                 |
|                                                                                                | Child Profile (2860)                                       | Documented observation results for two children in different developmental domains and appropriate, domain-specific goals to guide future teaching practice                                            |
|                                                                                                | Final Comprehensive Exam (2990A)                           | A closed book capstone exam to measure learning outcomes in the Early Childhood or Early Childhood Education Program                                                                                   |
|                                                                                                | Professional Portfolio (2600/2990A)                        | An online portfolio that uses artifacts and reflections to demonstrate student's achievement of learning outcomes in early childhood coursework aligned with NAEYC Standards                           |
| <b>6e:</b> Engaging in informed advocacy for children and the profession                       | Classroom Structure and Process Quality Observation (2600) | Final exam and a synthesis paper to observe and evaluate structure and process quality of 2 classrooms and to examine implications for public policies                                                 |
|                                                                                                | Exam 1 (2600)                                              | Closed book exam including multiple choice, true/false, short answer, and essay questions                                                                                                              |

*Please provide a one- to two-page commentary on the chart (for example, description of how the program decides which aspects of the standards to address in greater depth; themes or aspects of the conceptual framework embedded throughout the opportunities):*

The Early Childhood Program at Weber State University have traditionally had a very strong foundation in preparing early childhood teachers in the key elements of Standards 1 and 4 related to a strong understanding of child development and developmentally effective practices. The current Early Childhood faculty have built on this strength by intentionally evaluating the courses in our programs taking into account the professional needs of our candidates as reflected in the feedback received from recent graduates and from the community regarding the most important needs for professional skills that they hope our graduates have when they are working in the field of early childhood.

Based on this information, there are several aspects of the standards that we have made efforts to refine such that candidates receive more experience and practice. Several courses have been revised reflecting course outcomes that are more closely aligned with NEAYC Standards. In the CHF 3640 Working with Families course assessments have been revised to include a stronger relational aspect to better reflect the importance of relationships with families and the community (Standard 2). CHF 3500 Young Children at Risk has been revised to also address issues surrounding diversity in families (Standard 2) and advocacy for children and families at risk as future professionals (Standard 6). CHF 4990A Seminar in Child Development has also been revised to better address becoming a professional in the field of early childhood and the importance of advocating for children (Standard 6).

CHF 2610 Guidance and CHF 2620 Planning Creative Experiences with Children have been refined to emphasize effective teaching strategies and positive teacher-child interactions using the Classroom Assessment Scoring System (CLASS) to strengthen the key elements of Standard 4. While also integrating types of authentic assessment of children is including in the weekly reflective logs to focus on Standard 3 more directly. Additionally, Practice Based Coaching (PBC) has provided a method for bolstering reflective practice and collaborating to inform practice (Standard 6).

The new content specific courses CHF 4130 Language Development and Emerging Literacy and CHF 2670/4670 have firmed up our commitment to support development of early childhood curriculum in content areas (Standard 5). Another new course CHF 4730 Early Childhood/Early Childhood Education Program Development was specifically designed to meet needs of our candidates who want to be in leadership positions in the field of early childhood (Standard 6).

We made an intentional to integrate throughout all of our courses is Standard 3 to give our candidates multiple experiences with authentic assessment of children. Several courses include the use of observational assessments including anecdotal records, time sampling, event sampling, interest maps, checklists, and developmental screenings.

*Please provide a one-page description of plans to address challenges and build on current strengths in this area:*

An essential part of the endeavor of creating our Early Childhood Program that reflects NAEYC Professional Preparation Standards is evaluating the strengths and challenges of the courses in our programs.

One strength is the thorough knowledge of child development and learning that is not restricted to one course, but rather addressed in several courses throughout a candidate's advancement through the degree program. This is a strength that the program intends to build upon in order to ensure that each standard receives adequate and varied coverage in the program's curriculum. Faculty have been and will continue to work in conjunction with one another in order to create curricula that connect with and complement each other to support the thorough implementation of each standard across the program's courses.

A challenge that became apparent with the completion of the Curriculum Chart was the need to strengthen the implementation of Standard 5. Topics such as Literacy, Science, Mathematics, and Social Studies are addressed through lectures and in-class activities in CHF 2620 Planning Creative Experiences with Young Children and in the process of the planning and implementing learning experiences candidates do in the MSL Children's School lab placement to a certain extent. One way that this challenge is being addressed is by the introduction of a new course CHF 2670 STEM and Approaches to Learning in Early Childhood beginning Fall 2017. This class will focus on the content areas of Science and Mathematics, giving more breadth and depth to the content areas covered in the program's curriculum.

When the 5<sup>th</sup> faculty position is filled, there is a strong commitment to develop a new course that focuses on Assessment (Standard 3). This will definitely be a benefit for our candidates when they are working in the field.

We recognize that planning for future courses is limited by the parameters of Weber State University that suggests degree requirements for graduation not exceed certain credit hours so candidates in all degree programs can graduate in four years taking 15 credit hours/semester. Therefore, we must make judicious decisions before adding additional degree requirements. We must also consider the number of candidates in our courses not to exceed supply and demand.

## G. ASSESSMENTS AND EVIDENCE OF CANDIDATE OUTCOMES

Rationale: Early childhood professional preparation focuses on outcomes or results for candidates and ultimately for children. Evidence of candidate outcomes is a stronger indicator of program quality than the details of how courses and field experiences are organized. Documented evidence of candidate competence is essential for programs to know how to meet candidate needs and plan for the future.

*The report will highlight assessments selected as key to the program's design. Five key assessments are required for submission, and programs have the option of including a sixth key assessment.*

### **Indicators of Strength**

The program has developed a system that is used regularly to document evidence of candidate competence related to NAEYC Standards.

- Collectively, they assess all six standards,
- Each is used by all faculty across relevant course sections, and
- Each is used with all candidates. Explain exceptions for transfer and prior learning assessment in your narrative.

Typically, each of these assessments will address more than one standard. They will evolve in response to evidence of effectiveness. If these assessments are revised between submission of the self-study report and the site visit any new or revised materials should be provided to the site visit team as part of the document review.

*Additional Indicators of Strength are described in relation to each standard and supportive skill.*

### **Sources of Evidence**

#### 1) Report:

- a) *Multi-Program Key Assessment to Degree Program Alignment Chart* (for institutions submitting multiple degree programs in one Self-Study Report)
- b) *Overview Chart of Key Assessments Aligned with Accreditation Standards* for collection of key assessments
- c) Documentation for each key assessment. This documentation should be limited to the equivalent of five pages each, however in some cases the assessment directions or scoring guides may go beyond five pages.
  - c.1) *Evidence Chart*
  - c.2) The directions or guidelines as they are given to candidates
  - c.3) The rubric or scoring guide that is used by faculty or field supervisors to evaluate candidate work
  - c.4) Data from the assessment, if available: two applications over time, disaggregated by standard and by program
- d) a two- to four-page narrative reviewing your program's candidate assessment system, strengths, challenges and plans.

2) Site Visit:

- a) Review of additional examples of assessments related to standards, including their scoring guides, and evidence of candidate competence.
- b) Discussion with faculty and administrators about how these assessments and candidate performance data are being used or will be used to support candidate growth and program improvement.

### 3) Multi-Program Key Assessment to Degree Program Alignment Chart

**Note: This section is only required for institutions submitting multiple degree programs on one Self-Study Report.** Institutions may submit multiple programs at the same degree level on one Self-Study Report. Each degree program will receive a separate accreditation decision and each must meet accreditation standards. Degree programs are defined by their graduation requirements - lists of required and elective courses, admission requirements, and graduation requirements.

**List the course number that implements the key assessment for each degree program.** The key assessments (instructions to candidates and faculty rubric or scoring guide) must be used in each degree program submitted for accreditation in this report. The course must be a required course to demonstrate that every graduate will be assessed in relation to every accreditation standard. **Note: Programs are responsible for consistency in key assessment name and degree name throughout their Self-Study Report.**

| Key assessment name                        | Early Childhood Program (A.A.S.)                                                         |
|--------------------------------------------|------------------------------------------------------------------------------------------|
| 1. Child Development Observation           | Assessment 1 is required in CHF 2500 Development of the Child.                           |
| 2. Reflective Log 10                       | Assessment 2 is required in CHF 2610 Guidance Based on Developmental Theory.             |
| 3. STEM Family Activities                  | Assessment 3 is required in CHF 2670 STEM and Approaches to Learning in Early Childhood. |
| 4. Case Study                              | Assessment 4 is required in CHF 2600 Introduction to Early Childhood Education.          |
| 5. Webbing Observation                     | Assessment 5 is required in CHF 2620 Planning Creative Experiences for Young Children.   |
| 6. Structure & Process Quality Observation | Assessment 6 is required in CHF 2600 Introduction to Early Childhood Education.          |

## b) Overview Chart of Key Assessments Aligned with Accreditation Standards and Skills

Write a short title for each of your key assessments (e.g. portfolio, interview, case study, candidate teaching evaluation, advocacy project, etc.) to assist your readers. (Note: Programs are responsible for consistency in key assessment name and standard alignment throughout their Self-Study Report.)

Baccalaureate and graduate programs that have achieved national recognition through the partnership with the Council for Accreditation of Educator Preparation may submit the table from Section III of the program report submitted to CAEP, omitting state licensure exams and course grades and including any additional assessments, if needed to meet the goal of 5-6 key assessments that are well aligned with the standards.

Place an X under the NAEYC Standards assessed in each of your key assessments.

STD = standards 1-6

| <b>Assessment<br/>(Name, course #)</b>            | <b>STD1</b> | <b>STD2</b> | <b>STD3</b> | <b>STD4</b> | <b>STD5</b> | <b>STD6</b> |
|---------------------------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|
| 1. Child Development Observation (2500)           | X           |             | X           |             |             |             |
| 2. Reflective Log 10 (2610)                       |             |             | X           | X           |             | X           |
| 3. STEM Family Activities (2670)                  |             | X           |             |             | X           |             |
| 4. Case Study (2600)                              | X           | X           |             |             |             |             |
| 5. Webbing Observation (2620)                     | X           |             | X           |             | X           |             |
| 6. Structure & Process Quality Observation (2600) |             | X           |             | X           |             | X           |



| <b>a) Chart of Key Elements Aligned with Key Assessments</b>                                                                                                                                      |                       |          |          |          |          |          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|----------|----------|----------|----------|----------|
| <b>Standard 1: Promoting Child Development and Learning</b><br><b>Key Elements</b>                                                                                                                | <b>Key Assessment</b> |          |          |          |          |          |
|                                                                                                                                                                                                   | <b>1</b>              | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6</b> |
| 1a. Knowing and understanding young's children's characteristics and needs, from birth through age 8.                                                                                             | X                     |          |          | X        |          |          |
| 1b. Knowing and understanding the multiple influences on development and learning.                                                                                                                | X                     |          |          | X        |          |          |
| 1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.                                                            | X                     |          | X        |          |          |          |
| <b>Standard 2: Building Family and Community Relationships</b><br><b>Key Elements</b>                                                                                                             | <b>Key Assessment</b> |          |          |          |          |          |
|                                                                                                                                                                                                   | <b>1</b>              | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6</b> |
| 2a. Knowing about and understanding diverse family and community characteristics.                                                                                                                 |                       |          |          | X        |          |          |
| 2b. Supporting and engaging families and communities through respectful, reciprocal relationships.                                                                                                |                       |          |          | X        |          |          |
| 2c. Involving families and communities in young children's development and learning.                                                                                                              |                       |          | X        |          |          |          |
| <b>Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families</b><br><b>Key Elements</b>                                                                            | <b>Key Assessment</b> |          |          |          |          |          |
|                                                                                                                                                                                                   | <b>1</b>              | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6</b> |
| 3a. Understanding the goals, benefits, and uses of assessment—including its use in development of appropriate goals, curriculum, and teaching strategies for young children.                      |                       |          |          |          | X        |          |
| 3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment, and data collection. | X                     |          |          |          | X        |          |
| 3c. Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.                    |                       |          |          |          | X        |          |
| 3d. Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.                                                                |                       | X        |          |          |          |          |
| <b>Standard 4: Using Developmentally Effective Approaches</b><br><b>Key Elements</b>                                                                                                              | <b>Key Assessment</b> |          |          |          |          |          |
|                                                                                                                                                                                                   | <b>1</b>              | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6</b> |
| 4a. Understanding positive relationships and supportive interactions as the foundation of their work with young children.                                                                         |                       | X        |          |          |          | X        |
| 4b. Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.                                                                       |                       | X        |          |          |          | X        |
| 4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches.                                                                                                         |                       | X        |          |          |          |          |
| 4d. Reflecting on own practice to promote positive outcomes for each child.                                                                                                                       |                       | X        |          |          |          |          |
| <b>Standard 5: Using Content Knowledge to Build Meaningful Curriculum</b>                                                                                                                         | <b>Key Assessment</b> |          |          |          |          |          |

| <b>Key Elements</b>                                                                                                                                                                                                                                                  | <b>1</b>              | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6</b> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|----------|----------|----------|----------|----------|
| 5a. Understanding content knowledge and resources in academic disciplines: language and literacy; the arts-music, creative movements, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies. |                       |          | X        |          |          |          |
| 5b. Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.                                                                                                                                                  |                       |          | X        |          |          |          |
| 5c. Using own knowledge, appropriate learning standards, and other resources to design, implement, and evaluate developmentally meaningful, and challenging curriculum for each child.                                                                               |                       |          | X        |          | X        |          |
| <b>Standard 6: Becoming a Professional</b>                                                                                                                                                                                                                           | <b>Key Assessment</b> |          |          |          |          |          |
| <b>Key Elements</b>                                                                                                                                                                                                                                                  | <b>1</b>              | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6</b> |
| 6a. Identifying and involving oneself with the early childhood field.                                                                                                                                                                                                |                       |          |          |          |          | X        |
| 6b. Knowing about and upholding ethical standards and other early childhood professional guidelines.                                                                                                                                                                 |                       | X        |          |          |          | X        |
| 6c. Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.                                                                                                 |                       |          |          |          |          | X        |
| 6d. Integrating knowledgeable, reflective, and critical perspectives on early education.                                                                                                                                                                             |                       |          |          |          |          | X        |
| 6e. Engaging in informed advocacy for young children and the early childhood profession.                                                                                                                                                                             |                       |          |          |          |          | X        |

## d.1) EVIDENCE CHART

### Key Assessment 1: Child Development Observation

Briefly describe the assignment and list the courses that use this assignment.

This Child Development Observation is an assignment used in CHF 2500 Development of the Child. Candidates will complete a written report based on a 60-minute observation of a preschool or a kindergarten classroom in an early care and education program. This report will include: an objective and a subjective description of the classroom environment, and two anecdotal records on behaviors and interactions of children and adults in the classroom. Candidates will need to demonstrate application of child development concepts and theories in the observation report.

Place an X under the NAEYC Standards assessed through this activity

STD = standard

| STD1 |   |   | STD 2 |   |   | STD3 |   |   |   | STD4 |   |   |   | STD5 |   |   | STD6 |   |   |   |   |
|------|---|---|-------|---|---|------|---|---|---|------|---|---|---|------|---|---|------|---|---|---|---|
| a    | b | c | a     | b | c | a    | b | c | d | a    | b | c | d | a    | b | c | a    | b | c | d | e |
| X    | X | X |       |   |   |      | X |   |   |      |   |   |   |      |   |   |      |   |   |   |   |

Briefly summarize candidate performance data from this key assessment. If your program has not yet collected data from this key assessment, explain the program's plans to collect data related to the standards.

This key assessment has been used as an assignment in CHF 2500 Development of the Child, an introductory child development course taught every fall and spring semester during the regular academic year. Revisions were recently made in the self-study for NAEYC Higher Education Accreditation. Data collection plan is to continue to use this assessment as an assignment in CHF 2500. Candidates enrolled in this course will be asked to complete the Child Development Observation twice in the semester. Their observation reports will be submitted on Canvas, the online course management system, and graded based on the rubric that uses a 4-point grading scale. Percentage of candidates who score at or above 2 (Meets Expectations) will be calculated for each grading criterion that aligns with at least one key element of the NAEYC Professional Preparation Standards.

Describe how data from this key assessment are being used (or will be used) to improve teaching and learning related to the standards.

At the end of each academic year, all Early Childhood instructors will meet and use data from this key assessment to evaluate candidates' progress towards NAEYC Professional Preparation Standards and discuss ways to improve program quality. In CHF 2500 Development of the Child, teaching abstract theoretical concepts has been a challenge. During class time instructor would typically ask candidates to provide examples or show video clips to illustrate a child's developmental milestone, behavior, emotion, utterance, etc., but candidates would quickly forget the information after class if they did not practice it in the real world. During field experiences later in the program, some candidates might feel uncomfortable to use child development language to discuss theoretical foundations of their curriculum planning, interactions with children and families, or other practices in the early childhood classroom. This key assessment would allow candidates to "see" developmental characteristics and needs of children and influences on them (Standard 1a & 1b), document the developmental information through assessments of classroom environment and anecdotal records (Standard 4b), and "use big words" to discuss observational results in order to build a firm ground in a child development knowledge base (Standard 1c).

Briefly describe how this key assessment supports the program's context related to one or more Accreditation Criteria.

The primary purpose of this key assessment is to provide an indicator that candidates build a firm ground in a child development knowledge base. The assessment measures candidates' knowledge and understanding of children's characteristics and needs at preschool and kindergarten age. Candidates will evaluate how physical environment, teachers, and other children may influence a child's development and learning. Candidates will also use anecdotal records to document how children interact with teachers and peers in the early childhood classroom and engage in different types of learning activities. The anecdotal records also include a comment section in which candidates will use developmental knowledge (e.g., child development theories and concepts, empirical evidence) to discuss how to create healthy, respectful, supportive, and challenging learning environments for young children. This key assessment supports the program's mission that emphasizes the support of adult learners in developing the knowledge, skills, and dispositions needed to reach their full potential as early childhood professionals (Criterion 1). Candidates are required to use observational data to help them make informed decisions on tough topics such as development of the individual child, appropriate ways of guiding the child, or learning activities that meet the child's developmental, individual, and cultural needs. This prepares candidates to have a positive impact on the lives of young children (Criterion 3). Finally, this key assessment supports the program context by providing an indicator of candidate foundational preparation towards NAEYC Professional Preparation Standards 1 and 3 and progress towards Supportive Skill #2 for applying foundational concepts in their work as early childhood professional (Criterion 6).

d.2) The directions or guidelines for Key Assessment 1 as they are given to candidates

**CHF 2500 Development of the Child  
Child Development Observation**

You will conduct a 60-minute observation of a preschool or a kindergarten classroom in an early care and education program. Do not observe children in your own house or friends' and relatives' houses unless it is a home-based day care. You are encouraged to observe the preschool classrooms of the WSU Melba S. Lehner Children's School (ED 105, 106, and 108) and the kindergarten classroom of the WSU Charter Academy (ED 116). No appointment is necessary. You may observe both indoor and outdoor times of the class. When observing from the observation booth, please keep quiet and follow the "no food/beverage" policy. If you have the required credential (e.g., criminal background and TB clearance) to observe inside the classroom, please wear your badge and plan to stay in the background unless invited by the teacher to participate. When observing on the playground, please be sure to stay in the background and do not hover over the children or interact with them. Rules of confidentiality apply in this assignment. Information about the children you observe should be discussed in class only. Do not share information about the children you observe outside of class. Be professional. A written report on classroom environment and two anecdotal records are required based on the observation. You are expected to demonstrate application of concepts and theories that you have learned from the course. Please check the grading rubric and use the provided template to type your observation.

### CHF 2500 CHILD DEVELOPMENT OBSERVATION TEMPLATE

|                                           |                               |
|-------------------------------------------|-------------------------------|
| Observer's Name:                          | Children's Age:               |
| Location:                                 | Date of Observation:          |
| Start Time:                               | End Time:                     |
| <b>DESCRIPTION OF THE OVERALL SETTING</b> |                               |
| <b>Objective Description</b>              | <b>Subjective Description</b> |
|                                           |                               |

|                             |                         |
|-----------------------------|-------------------------|
| <b>ANECDOTAL RECORD #1</b>  |                         |
| <b>Child(ren)'s Name(s)</b> | <b>Setting/Activity</b> |
|                             |                         |
| <b>Anecdote</b>             |                         |
|                             |                         |
| <b>Comments</b>             |                         |
|                             |                         |

|                             |                         |
|-----------------------------|-------------------------|
| <b>ANECDOTAL RECORD #2</b>  |                         |
| <b>Child(ren)'s Name(s)</b> | <b>Setting/Activity</b> |
|                             |                         |
| <b>Anecdote</b>             |                         |
|                             |                         |
| <b>Comments</b>             |                         |
|                             |                         |

d.3) The rubric or scoring guide for Key Assessment 1 that is used by faculty or field supervisors to evaluate candidate work on each key assessment.

See the rubric on the next page.

### Grading Rubric of the Child Development Observation

| NAEYC Standards                                                                                                                                                                                     | Criteria                                       | Exceeds Expectations<br><b>3</b>                                                                                                                                                             | Meets Expectations<br><b>2</b>                                                                                                                   | Progressing Toward Expectations<br><b>1</b>                                                                    | Does Not Meet Expectations<br><b>0</b>                                                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| 1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.                                                                                 | <i>Grammar, Spelling, &amp; Introduction</i>   | Report is free of grammatical and spelling errors; introduction section is complete and accurate                                                                                             | Occasionally a grammatical or spelling error; introduction section is complete and accurate                                                      | Occasionally a grammatical or spelling error; at least one entry in the introduction section is left blank     | Grammar and spelling are bad; introduction section is blank                                                       |
|                                                                                                                                                                                                     | <i>Objective Description</i>                   | Description is thorough, detailed, and value-free; displays close observation                                                                                                                | Description is detailed; some personal judgments                                                                                                 | There are a few details in the description; strong personal judgments                                          | Very brief or no description                                                                                      |
|                                                                                                                                                                                                     | <i>Subjective Description</i>                  | Evaluations are adequate, appropriate, and thoughtful                                                                                                                                        | Evaluations are mostly adequate; some evaluations are inappropriate or superficial                                                               | Evaluations are inadequate or inappropriate                                                                    | Very few or no evaluation                                                                                         |
| 3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.    | <i>Background Information &amp; Anecdote 1</i> | Includes name(s) of child(ren) involved in the incident; accurately and adequately identifies what is going on; accurately and adequately describes the incident; objective details are used | Includes name(s) of child(ren) involved in the incident; identifies what is going on; some descriptions are inaccurate, inadequate or subjective | Inaccurate mentioning of what is going on in the incident; brief description of the incident                   | No name recorded; inaccurate or no mentioning of what is going on in the incident; no description of the incident |
|                                                                                                                                                                                                     | <i>Background Information &amp; Anecdote 2</i> | Includes name(s) of child(ren) involved in the incident; accurately and adequately identifies what is going on; accurately and adequately describes the incident; objective details are used | Includes name(s) of child(ren) involved in the incident; identifies what is going on; some descriptions are inaccurate, inadequate or subjective | Inaccurate mentioning of what is going on in the incident; brief description of the incident                   | No name recorded; inaccurate or no mentioning of what is going on in the incident; no description of the incident |
| 1a. Knowing and understanding young children's characteristics and needs, from birth through age 8.<br><br>1b. Knowing and understanding the multiple influences on early development and learning. | <i>Comment 1</i>                               | Discusses the significance of the incident in the child development framework; applies theories, research, and other course-related things to the discussion; thoughtful reflections         | Discusses theory(s) and other things in child development but does not fully relate to the observed incident                                     | Mentions some child development theory(s) and terms but fails to substantively relate to the observed incident | Is unable to relate to anything in child development                                                              |
|                                                                                                                                                                                                     | <i>Comment 2</i>                               | Discusses the significance of the incident in the child development framework; applies theories, research, and other course-related things to the discussion; thoughtful reflections         | Discusses theory(s) and other things in child development but does not fully relate to the observed incident                                     | Mentions some child development theory(s) and terms but fails to substantively relate to the observed incident | Is unable to relate to anything in child development                                                              |



d.4) Data table for this assessment, if available, showing one or two applications of the assessment, aligned with the 2010 NAEYC Standards for Initial Early Childhood Professional Preparation Programs. If data are presented, the data should be disaggregated by standard. If you are submitting multiple programs in one Self-Study Report, you should also disaggregate the data by degree program. (Note: Programs are not required to submit data to earn initial accreditation.)

## d.1) EVIDENCE CHART

### Key Assessment 2: Reflective Log 10

Briefly describe the assignment and list the courses that use this assignment.

This Reflective Log 10 is an assignment used in CHF 2610 Guidance based on Developmental Theory, a course in which candidates are required to complete two hours per week for 12 weeks and a total of 24 hours of field experience in the program's laboratory preschool, coached by a mentor teacher. After each weekly lab, candidates will write a log to document and reflect on: trust relationships with children in the classroom, feedback provided by mentor teachers, results of a specific observation task, and plan for the next lab visit. Each week candidates are assigned a different observation task (see d.2 assessment directions for the complete list of observation tasks). In this key assessment, candidates are asked to use the modified Classroom Assessment Scoring System (CLASS) Form to complete a 15-minute observation of the mentor teacher or another teacher in the classroom. In the reflection on CLASS results, candidates must use observed examples to illustrate the Positive Climate, Teacher Sensitivity, Regard for Student Perspective, and Behavior Management dimensions.

Place an X under the NAEYC Standards assessed through this activity

STD = standard

| STD1 |   |   | STD 2 |   |   | STD3 |   |   |   | STD4 |   |   |   | STD5 |   |   | STD6 |   |   |   |   |
|------|---|---|-------|---|---|------|---|---|---|------|---|---|---|------|---|---|------|---|---|---|---|
| a    | b | c | a     | b | c | a    | b | c | d | a    | b | c | d | a    | b | c | a    | b | c | d | e |
|      |   |   |       |   |   |      |   |   | X | X    | X | X | X |      |   |   |      | X |   |   |   |

Briefly summarize candidate performance data from this key assessment. If your program has not yet collected data from this key assessment, explain the program's plans to collect data related to the standards.

This key assessment has been used as an assignment in CHF 2610 Guidance based on Developmental Theory, a course taught every fall and spring semester during the regular academic year. Revisions were recently made in the self-study for NAEYC Higher Education Accreditation. Data collection plan is to continue to use this assessment in CHF 2610. Candidates enrolled in this course will be asked to complete this assessment as one of the 12 weekly reflective logs related to their lab practicum. The reflective log will be submitted on Canvas, the online course management system, and graded based on the rubric that uses a 4-point grading scale. Percentage of candidates who score at or above 2 (Meets Expectations) will be calculated for each grading criterion that aligns with at least one key element of the NAEYC Professional Preparation Standards.

Describe how data from this key assessment are being used (or will be used) to improve teaching and learning related to the standards.

At the end of each academic year, all Early Childhood instructors will meet and use data from this key assessment to evaluate candidates' progress towards NAEYC Professional Preparation Standards and discuss ways to improve program quality. This key assessment allows candidates to critically discuss their effectiveness in building trust relationships and using positive guidance strategies to increase the quality of their interactions with children and families in the lab classroom (Standard 4a, 4b, and 4c). In this key assessment, candidate would document results of the CLASS observation and reflect on related guidance practice to promote positive child outcomes (Standard 4d). Based on mentor teacher's feedback as well as CLASS data, candidates are expected to critically analyze their own use of guidance strategies to more effectively meet each individual child's goals (Standard 3d). Finally, candidates must practice the NAEYC Code of Ethical Conduct in their lab classroom and write about children, families, and co-teachers in a respectful and ethical way (Standard 6b).

Briefly describe how this key assessment supports the program's context related to one or more Accreditation Criteria.

The primary purpose of this key assessment is to provide an indicator that candidates know, understand, and use a wide array of developmentally appropriate approaches to interact with children and positively influence each child's development and learning. This key assessment supports the program philosophy that highlights the importance of developing critical thinking and reflection skills among candidates (Criterion 1). Through this key assessment, candidates combine a face-to-face course with field experience and practice high-quality teacher-child interactions in the early childhood classroom (Criterion 3). Candidates work closely with mentor teachers who provide models of early childhood practice consistent with NAEYC standards. They also receive evaluations from course instructor on the quality of their field experience (Criterion 5). Finally, this key assessment supports the program context by providing an indicator of candidate foundational preparation towards NAEYC Professional Preparation Standards 3, 4, and 6 and progress towards Supportive Skill #4 for reflecting critically upon their experience (Criterion 6).

d.2) The directions or guidelines for Key Assessment 2 as they are given to candidates

Every candidate will be required to complete a minimum of 24 hours of field experience in the Melba S. Lehner (MSL) Children's School with one classroom of children, coached by a mentor teacher. You will sign up on Canvas for a weekly two-hour lab that starts from the 3rd week through the end of the semester. Each week during your time in the lab, you will be assigned a task in which you are asked to complete specific objectives using observation skills and concepts that you have learned in your coursework or tools and methods that can be used to help you understand more about the children in your assigned classroom. You will use the provided template to complete a written log to reflect on each completed task and submit it on Canvas. Every reflective log will need to include:

**1) Documentation of Lab Visit (1 point):**

Your name:

Your mentor teacher's name:

Total number of lab hours currently:

Date of lab visit:

Start time:

End time:

**2) Summary of Trust Relationship (2 points):** A short summary how your trust relationships are progressing during the two-hour lab time this week. It is essential that your summary include how you are applying the specific components of trust relationship. (NAEYC Standard 4a)

**3) Follow-up on last weeks' short-term goal (3 points)** (Does not apply on the first week): Describe how you carried out what you had planned in your reflection/log from your last visit. Why do you think you were successful (or unsuccessful) at meeting your goal? How is this helping you reach your long-range goals? (NAEYC Standard 3d)

**4) Specific Observation Task (5 points):** Instructions vary in each log. Be sure to CAREFULLY read and follow the instructions. (NAEYC Standard 4b)

**5) Reflection on Observation (5 points):** you will write a specific reflection to demonstrate what you learned from that task. This reflection is a CRITICAL part of the assignment. (NAEYC Standard 4d)

**6) Short-Term Goal/Plan for Next Visit (2 points):** Come up with a plan or idea to help you prepare for the next visit and focus your interactions with children during your lab time. This might be an idea of how you would behave differently, what you might say to children, or the attitude you might have as you enter the classroom. (NAEYC Standard 4c)

**7) Underlining Concepts (1 point):** As you write you must underline current specific guidance concepts, strategies, theories, and principles discussed in class and from assigned readings that are relevant to the observation task for this log. This is how you demonstrate your understanding of concepts. Just underlining is not enough. Concepts must be appropriately explained and applicable. (NAEYC Standard 4b)

**8) Professionalism (1 point):** Candidate follow instructions to write about children, families, and co-workers in a respectful and ethical way. Thoughts are expressed using correct grammar and minimal spelling and/or typing errors. (NAEYC Standard 6b)

| <i>Reflective Log #</i> | <i>Observation Task</i>            |
|-------------------------|------------------------------------|
| 1                       | Get to Know                        |
| 2                       | Anecdotal Record                   |
| 3                       | Running Record                     |
| 4                       | Social Attributes Checklist        |
| 5                       | Room Mapping                       |
| 6                       | Time Sampling                      |
| 7                       | Event Sampling                     |
| 8                       | ASQ-3                              |
| 9                       | ASQ-3                              |
| 10                      | CLASS                              |
| 11                      | Theory Application                 |
| 12                      | Using Positive Guidance Strategies |

See the template for Reflective Log 10 on the next page.

## CHF 2610 Reflective Log #10

**Goal for this observation:** *Use the Classroom Assessment Scoring System (CLASS) to analyze teacher-child interactions.*

### **Documentation of Lab Visit:**

Your name:

Your mentor teacher's name:

Total number of lab hours currently:

Date of lab visit:

Start time:

End time:

### **Summary of Trust Relationship:**

A short summary of how your trust relationships are progressing during the two-hour lab time this week. It is essential that your summary include how you are applying the specific components of trust relationship. (NAEYC Standard 4a)

|  |
|--|
|  |
|--|

### **Follow-Up on Weekly Focused Observation Feedback:**

Reflect on how you used positive guidance strategies this week to more effectively meet individual children's needs and goals. Incorporate feedback from your mentor teacher based on her weekly focused observation. (NAEYC Standard 3d)

|  |
|--|
|  |
|--|

### **Specific Observation Task for Reflection:**

#### ***Classroom Assessment Scoring System (CLASS)***

Complete a 15-minute observation of the mentor teacher or student teacher inside your lab classroom. Fill out the modified CLASS Observation Form based on information you gather during this observational period. (NAEYC Standard 4b)

## Modified CLASS Observation Form

Teacher Name: \_\_\_\_\_

|                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                        |     |       |     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-------|-----|
| <b>Emotional Support - <i>Positive Climate</i>:</b> Reflects the emotional connection between the teacher and students and among students                                                                                    |                                                                                                                                                                                                                                                                                        | 1-2 | 3-4-5 | 6-7 |
| 1                                                                                                                                                                                                                            | Teachers and students enjoy warm, supportive relationships. <ul style="list-style-type: none"> <li>• students appear comfortable with positive affect generally returned or accepted</li> <li>• frequent social conversations are evident</li> </ul>                                   |     |       |     |
| 2                                                                                                                                                                                                                            | Positive affect/emotion is frequently displayed by teacher and students. <ul style="list-style-type: none"> <li>• warm and pleasant with many smiles</li> <li>• many instances of enthusiasm including laughter</li> </ul>                                                             |     |       |     |
| 3                                                                                                                                                                                                                            | Positive verbal and physical communication is frequently seen. <ul style="list-style-type: none"> <li>• teacher responds positively to students' efforts</li> <li>• teacher communicates positive expectations regularly</li> </ul>                                                    |     |       |     |
| 4                                                                                                                                                                                                                            | Respect is consistently demonstrated for all. <ul style="list-style-type: none"> <li>• teacher uses warm, calm voice</li> <li>• frequently used manner words by all</li> </ul>                                                                                                         |     |       |     |
| <b>Emotional Support - <i>Teacher Sensitivity</i>:</b> Teacher's awareness of and responsiveness to students' academic and emotional needs that facilitates student ability to explore and learn.                            |                                                                                                                                                                                                                                                                                        | 1-2 | 3-4-5 | 6-7 |
| 1                                                                                                                                                                                                                            | Consistent awareness of students who need extra support, assistance, or attention. <ul style="list-style-type: none"> <li>• teacher anticipates problems</li> <li>• teacher notices when students are not engaged or struggling</li> </ul>                                             |     |       |     |
| 2                                                                                                                                                                                                                            | Consistently responsive to students and matches support to children's needs and abilities. <ul style="list-style-type: none"> <li>• teacher responds quickly to provide appropriate comfort, assistance, and reassurance</li> <li>• teacher acknowledges students' feelings</li> </ul> |     |       |     |
| 3                                                                                                                                                                                                                            | Consistently and effectively addresses problems and concerns. <ul style="list-style-type: none"> <li>• teacher is very "in tune" with students</li> <li>• teacher provides academic and social support</li> </ul>                                                                      |     |       |     |
| 4                                                                                                                                                                                                                            | Teacher is a source of support and "secure base" <ul style="list-style-type: none"> <li>• students are comfortable seeking teacher support</li> <li>• teacher effectively helps students resolve their problems</li> </ul>                                                             |     |       |     |
| <b>Emotional Support - <i>Regard for Student Perspectives</i>:</b> Interactions and activities place an emphasis on students' interests, motivations, and points of view, and encourage student responsibility and autonomy. |                                                                                                                                                                                                                                                                                        | 1-2 | 3-4-5 | 6-7 |
| 1                                                                                                                                                                                                                            | Plans are flexible and organized with students' ideas and interests in mind <ul style="list-style-type: none"> <li>• looks for opportunities to involve students in meaningful ways</li> <li>• follows students' lead, pace, and signals</li> </ul>                                    |     |       |     |
| 2                                                                                                                                                                                                                            | Provides consistent support for student autonomy and leadership <ul style="list-style-type: none"> <li>• enables students to be as independent as possible</li> <li>• students often lead activities</li> </ul>                                                                        |     |       |     |
| 3                                                                                                                                                                                                                            | Opportunities for students' expression of ideas and perspectives <ul style="list-style-type: none"> <li>• teacher is genuinely interested in and elicits students' ideas</li> <li>• student talk may predominate</li> </ul>                                                            |     |       |     |
| 4                                                                                                                                                                                                                            | Students have free movement and placement during activities <ul style="list-style-type: none"> <li>• clear behavioral expectations appropriate for activities allowing movement without rigidity</li> </ul>                                                                            |     |       |     |
| <b>Classroom Organization - <i>Behavior Management</i>:</b> Encompasses the teacher's ability to provide clear behavioral expectations and use effective methods to prevent and redirect misbehavior                         |                                                                                                                                                                                                                                                                                        | 1-2 | 3-4-5 | 6-7 |
| 1                                                                                                                                                                                                                            | Rules and expectations for the behavior are clear and consistently enforced. <ul style="list-style-type: none"> <li>• evidence that all members understand the rules</li> </ul>                                                                                                        |     |       |     |
| 2                                                                                                                                                                                                                            | Teacher is consistently proactive and monitors the classroom effectively to prevent problems from developing. <ul style="list-style-type: none"> <li>• teachers scan the room and show awareness of all children</li> </ul>                                                            |     |       |     |
| 3                                                                                                                                                                                                                            | The teacher effectively redirects misbehavior by focusing on positives and making use of subtle cues. <ul style="list-style-type: none"> <li>• behavior management does not take time away from learning</li> <li>• consistent, positive, individualized feedback is used</li> </ul>   |     |       |     |
| 4                                                                                                                                                                                                                            | There are few, if any, instances of student misbehavior in the classroom. <ul style="list-style-type: none"> <li>• children conduct themselves appropriately without reminders</li> <li>• children do not engage in behavior that is disruptive to others</li> </ul>                   |     |       |     |

***Reflection***

Discuss what you observed in relation to the Positive Climate, Teacher Sensitivity, Regard for Student Perspective, and Behavior Management dimension of CLASS. State the things the teacher has done well in accordance with the 4 dimensions and things that need improvement. Use at least one example that you observed or experienced to illustrate each dimension. (NAEYC Standard 4d)

**Intent for Next Visit:**

Based on your experience this week and the feedback you received from your mentor teacher, consider what practice you would like to intentionally focus on next week and get feedback on from you mentor teacher. You should take the opportunity to explain why you think this is important for your professional development, ability to build trust relationships, or have positive interactions with children and colleagues. (NAEYC Standard 4c)

**Underlining Concepts:**

As you write you must underline current specific guidance concepts, strategies, theories, and principles discussed in class and from assigned readings that are relevant to the observation task for this log. This is how you demonstrate your understanding of concepts. Just underlining is not enough. Concepts must be appropriately explained and applicable. (NAEYC Standard 4b)



d.3) The rubric or scoring guide for Key Assessment 2 that is used by faculty or field supervisors to evaluate candidate work on each key assessment.

**CHF 2610 Grading Rubric of Reflective Log (20 points)**

| <b>NAEYC Standards &amp; Key Elements</b>                                                                                          | <b>Criteria</b>                                         | <b>Exceeds Expectations</b>                                                                                                                                                                          | <b>Meets Expectations</b>                                                                                                                                                                   | <b>Progressing Toward Expectations</b>                                                                                                                                 | <b>Does Not Meet Expectations</b>                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| 6b: Knowing about and upholding ethical standards and other early childhood professional guidelines                                | <b>Documentation of Lab Visit</b>                       | Complete and accurate information recorded as evidence of professionalism                                                                                                                            | Minor errors in accuracy of information (i.e. spelling/typos)                                                                                                                               | Incomplete or inaccurate information                                                                                                                                   | Missing                                                                                                               |
| 4a: Understanding positive relationships and supportive interactions as the foundation of their work with children                 | <b>Summary of Trust Relationship</b>                    | Uses broad knowledge and insightful understanding of specific elements of trust relationships to describe interactions in the classroom. Reflects deep sensitivity to individual needs of the child. | Uses limited knowledge and understanding of specific elements of trust relationships to describe interactions in the classroom. Reflects some sensitivity to individual needs of the child. | Only describes what happened without profoundly relating to specific elements of trust relationship and or deeper interactions of individual children and their needs. | Description is brief; specific elements of trust relationship are not mentioned                                       |
| 3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments. | <b>Follow Up on Weekly Focused Observation Feedback</b> | Demonstrates high competence in analyzing one's own use of guidance strategies to more effectively meet individual child's goals based on mentor teacher's feedback                                  | Demonstrates some ability to analyze one's own use of guidance strategies to meet individual child's goals based on mentor teacher's feedback                                               | Information is provided about what did and did not work without analysis for improvement; mentor teacher's feedback is mentioned briefly                               | No information is provided on the use of guidance strategies; mentor teacher's feedback is not mentioned              |
| 4b: Knowing and understanding effective strategies and tools for early education                                                   | <b>Specific Observation Task</b>                        | Observation task is completed with accuracy using effective strategies and tools for guidance.                                                                                                       | Observation task is completed using strategies and tools for guidance.                                                                                                                      | Observation task is attempted without evidence of understanding strategies and tools for guidance.                                                                     | Observation task is missing.                                                                                          |
| 4d: Reflecting on their own practice to promote positive outcomes for each child.                                                  | <b>Reflection on Observation Task</b>                   | Clearly reflects on guidance practice related to the observation task to promote positive child outcomes.                                                                                            | Somewhat reflects on guidance practice related to the observation task to promote positive child outcomes.                                                                                  | Reflection is minimal.                                                                                                                                                 | Reflection is missing.                                                                                                |
| 4c: Using a broad repertoire of developmentally appropriate teaching/learning practices                                            | <b>Intent for Next Visit</b>                            | Demonstrates knowledge and understanding of how to plan strategies for supporting the socioemotional development of young children considering                                                       | Demonstrates knowledge and understanding of how to plan strategies for supporting the socioemotional development of                                                                         | Strategies to continue to work on are identified without evidence of understanding or how strategies support socioemotional                                            | Plan for next week is stated very briefly without the goal of guidance in mind or the understanding of how strategies |

|                                                                                                     |                             |                                                                                                                                                                                                                   |                                                                                                                                                                                    |                                                                                                                                          |                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                     |                             | professionalism, trust, and positive interactions.                                                                                                                                                                | young children but does not consider professionalism, trust, and positive interactions.                                                                                            | development of young children considering professionalism, trust, and positive interactions.                                             | support socioemotional development of young children                                                                                  |
| 4b: Knowing and understanding effective strategies and tools for early education                    | <b>Underlining Concepts</b> | At least 3 different <i>current</i> key guidance concepts are identified appropriately.                                                                                                                           | At least 3 different key guidance concepts are identified appropriately.                                                                                                           | Guidance concepts are identified inappropriately.                                                                                        | Guidance concepts are not identified.                                                                                                 |
| 6b: Knowing about and upholding ethical standards and other early childhood professional guidelines | <b>Professionalism</b>      | Candidate writes about children, families, and co-workers in a respectful and ethical way; log instructions are followed; thoughts are expressed using correct grammar and minimal spelling and/or typing errors. | Candidate writes about children, families, and co-workers in a respectful and ethical way; log instructions are followed; thoughts are expressed with grammar and spelling errors. | Candidate writes about children, families, and co-workers in a respectful and ethical way; log instructions are not completely followed. | Candidate struggles with communicating in a respectful and ethical way; may include multiple errors in grammar, spelling, and typing. |

d.4) Data table for this assessment, if available, showing one or two applications of the assessment, aligned with the 2010 NAEYC Standards for Initial Early Childhood Professional Preparation Programs. If data are presented, the data should be disaggregated by standard. If you are submitting multiple programs in one Self-Study Report, you should also disaggregate the data by degree program. (Note: Programs are not required to submit data to earn initial accreditation.)

## d.1) EVIDENCE CHART

### Key Assessment 3: STEM Family Activities

Briefly describe the assignment and list the courses that use this assignment.

This assessment is used in CHF 2670 STEM and Approaches to Learning in Early Childhood. Candidates will prepare learning activities that could be completed at home by children with their families and then documented in a way that children can share their experience back at school. Incorporated within this assignment are three of the five NAEYC Guidelines for Developmentally Appropriate Practice including a) teaching to enhance development and learning, b) planning curriculum to achieve important goals, and c) establishing reciprocal relationships with families. The assignment is designed for candidates to:

- demonstrate their knowledge and understanding of math and science concepts
- identify appropriate math and science learning objectives linked with core standards
- describe effective teaching strategies for inquiry, exploration or play-based learning to be implemented by parents
- convey ideas to engage parents as partners in their children's learning

Candidates are asked to provide a rationale for their choices that is based in their knowledge of child development theories and developmentally appropriate practice. An explanation about how this activity supports reciprocal relationships between home and school to advance learning in math and science will also be provided. Each activity kit should be professionally packaged and ready to be used by children.

Place an X under the NAEYC Standards assessed through this activity

STD = standard

| STD1 |   |   | STD 2 |   |   | STD3 |   |   |   | STD4 |   |   |   | STD5 |   |   | STD6 |   |   |   |   |
|------|---|---|-------|---|---|------|---|---|---|------|---|---|---|------|---|---|------|---|---|---|---|
| a    | b | c | a     | b | c | a    | b | c | d | a    | b | c | d | a    | b | c | a    | b | c | d | e |
|      |   | x |       |   | x |      |   |   |   |      |   |   |   | x    | x | x |      |   |   |   |   |

Briefly summarize candidate performance data from this key assessment. If your program has not yet collected data from this key assessment, explain the program's plans to collect data related to the standards.

CHF 2670 STEM and Approaches to Learning in Early Childhood is a newly designed course that will be taught for the first time Fall 2017. As part of the program's NAEYC accreditation self-study process, it was determined that candidates would benefit from another course that focuses on specific academic content to more fully address key elements 5a, 5b, and 5c. The data collection plan is that this assessment will be completed each semester the course is taught. The 4-point assessment for each criteria will be used to assign grades as one of the assignments used to assess meeting course outcomes. The percentage of candidates whose score either *exceeds expectations* or *meets expectations* for each criterion aligned with a standard key element will be considered to have satisfactorily met the key elements of standard 5. Data from this assessment will also be combined with Key Assessments 1 & 3 to assess key element 1c and with Key Assessment 3 to assess key element 2c.

Describe how data from this key assessment are being used (or will be used) to improve teaching and learning related to the standards.

At the end of each academic year, all Early Childhood instructors will meet and use data from this key assessment to evaluate candidates' progress towards NAEYC Professional Preparation Standards and discuss ways to improve program quality. Initially data from this key assessment will be used to revise and improve instructional strategies in the course. This may include a revision of lecture material and classroom discussions regarding effective teaching strategies and how to

clearly relay them to parents. It will be important for the instructor to also reflect on the data results and to be open to making revisions that will clarify assignment requirements and refine the rubric as needed to better reflect an understanding of content knowledge and ability to apply resources, central concepts, effective teaching strategies, and learning standards in the STEM disciplines (Standard 5a, 5b, and 5c) as well as use knowledge of development to create supportive and challenging learning environments in partnership with families (Standards 1c & 2c).

**Briefly describe how this key assessment supports the program's context related to one or more Accreditation Criteria.**

The primary purpose of this key assessment is to provide an indicator that candidates can use content knowledge and effective teaching practices in the STEM disciplines to support partnerships with families in the education of young children. Our program philosophy indicates an intention for providing learning experiences for candidates that encourage active engagement in learning and support understanding and involving families in each child's learning process (Criterion 1).

This key assessment is designed as part of our program of studies to build on each candidate's knowledge of child development and planning curriculum learned in previous courses in the program (Criterion 3) to provide a cohesive progression of learning experiences to support their practice in the field as early childhood professionals.

The new content provided for candidates in this course and through this key assessment reflect the program's commitment to continuous quality improvement and support in the early childhood field for providing learning activities specifically designed to develop skills related to STEM including process and inquiry skills in the early childhood curriculum (Criterion 4). With the addition of this new course focusing on STEM and Approaches to learning, candidates will have opportunities to use the knowledge and skills they have learned in math and science general education courses to plan for learning experiences for children (Supportive Skill #2).

d.2) The directions or guidelines for Key Assessment 3 as they are given to candidates

**CHF 2670 STEM and Approaches to Learning**  
**STEM Family Activities**  
**Instructions**

The objective for this assignment is to involve families in math and science learning through hands-on exploration, experimentation, or skill-building activities. Through planning and preparing these activities you will demonstrate your knowledge of mathematical and scientific thinking in early childhood. You will show your understanding of instructional strategies approaches to learning in these STEM disciplines.

You will create two take-home activity kits which could be checked out by families and returned to the classroom with a “product” to demonstrate active shared participation between child and at least one adult family member.

One activity kit will be based around a *science concept* and one will be based around a *math concept*. The activities should be based in play, exploration, or inquiry such as games, projects, experiments, cooking adventures, or other similar ideas.

Each kit should include:

- a reusable and durable container (e.g., a 2-gallon Ziploc bag, plastic box that latches)
- list of all materials necessary to complete the activity for at least one family
- the name of the activity clearly labeled on the outside of kit
- the child’s age group for which the activity is intended
- identification of the core concept
- a direct objective the activity is intended to meet
- the Utah Early Childhood Core Standard the activity is designed to teach
- a computer-generated directions card that clearly describes all of the steps necessary for completing the activity that keeps the focus on the identified math concept and objective and communicates effective teaching strategies that support learning through play, exploration, or inquiry.
- a component in which families either document their experience or produce something which can be brought back to display in the classroom demonstrating child and family involvement in learning

A rationale will be submitted with each kit. This rationale will not be written for the families but as a professional academic document demonstrating your understanding of developmentally appropriate practice, developmental theories, as well as the content areas of math and science.

The rationale will include the following (with appropriate citations):

- an explanation of how this activity is developmentally appropriate including the skills a child should have mastered for this activity for the identified age group
- theoretical support based on one of the grand theories of early childhood education and development
- a description of why this is a good activity for engaging families in child learning in the areas of math and science.

d.3) The rubric or scoring guide for Key Assessment 3 that is used by faculty or field supervisors to evaluate candidate work on each key assessment

**CHF 2670 STEM and Approaches to Learning  
STEM Family Activities**

| NAEYC Standards & Key Elements                                                                                                                                                | Criteria                                                        | Exceeds Expectations<br>3                                                                                                                                                       | Meets Expectations<br>2                                                                                                                         | Progressing Toward Expectations<br>1                                                                                                 | Does Not Meet Expectations<br>0                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|
| 5a: Understanding content knowledge and resources in academic disciplines                                                                                                     | <b>Complete Math Kit</b>                                        | All required elements are included demonstrating math content knowledge with materials and strategies to teach the concept in an engaging way.                                  | Required elements are all included but do not clearly demonstrate math content knowledge with materials and strategies to teach the concept.    | One or more elements are missing or do not demonstrate math content knowledge with materials and strategies to teach the concept.    | Incomplete kit                                  |
|                                                                                                                                                                               | <b>Complete Science Kit</b>                                     | All required elements are included demonstrating science content knowledge with materials and strategies to teach the concept in an engaging way.                               | Required elements are all included but do not clearly demonstrate science content knowledge with materials and strategies to teach the concept. | One or more elements are missing or do not demonstrate science content knowledge with materials and strategies to teach the concept. | Incomplete kit                                  |
| 5c: Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child. | <b>Math Activity: Identification of learning information</b>    | All information is clear and accurate demonstrating knowledge and use of math concepts including activity name, age group identification, math concept, EC Core Standard.       | Information includes one or two items that lack clarity but are otherwise demonstrate acceptable accuracy regarding knowledge of math concepts. | Information includes more than two instances that lack clarity or some information is inaccurate.                                    | Information is generally unclear or inaccurate. |
|                                                                                                                                                                               | <b>Science Activity: Identification of learning information</b> | All information is clear and accurate demonstrating knowledge and use of science concepts including activity name, age group identification, science concept, EC Core Standard. | Information includes one or two items that lack clarity but are otherwise demonstrate acceptable accuracy regarding knowledge of math concepts. | Information includes more than two instances that lack clarity or some information is inaccurate.                                    | Information is generally unclear or inaccurate. |

| <b>NAEYC Standards &amp; Key Elements</b>                                                                          | <b>Criteria</b>                       | <b>Exceeds Expectations<br/>3</b>                                                                                                                                | <b>Meets Expectations<br/>2</b>                                                                                                                                  | <b>Progressing Toward Expectations<br/>1</b>                                                                                                     | <b>Does Not Meet Expectations<br/>0</b>                                                                 |
|--------------------------------------------------------------------------------------------------------------------|---------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| 5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines | <b>Math Activity Directions</b>       | Directions are complete and clearly written that explain the effective strategies for supporting the learning process to meet the stated math objective.         | Directions are complete and clear but do not provide for effective strategies for the learning process to help meet the stated math objective.                   | Directions explain the steps for the activity but do not include strategies for how to support the learning process toward the stated objective. | Directions are incomplete and do not give enough information to support learning or meet the objective. |
|                                                                                                                    | <b>Science Activity Directions</b>    | Directions are complete and clearly written that explain the effective strategies for supporting the learning process to meet the stated science objective.      | Directions are complete and clear but do not provide for effective strategies for the learning process to help meet the stated science objective.                | Directions explain the steps for the activity but do not include strategies for how to support the learning process toward the stated objective. | Directions are incomplete and do not give enough information to support learning or meet the objective. |
| 2c. Involving families and communities in young children's development.                                            | <b>Math Activity Documentation</b>    | How to document child learning and participation in the activity clearly represents the learning process related to the identified math concept or objective.    | How to document child learning and participation in the activity represents the learning process related to the identified math concept or objective in part.    | How to document child learning and participation in the activity is not clearly related to the identified math concept or objective.             | How to document is vague and unclear or unrelated to the identified math concept or objective.          |
|                                                                                                                    | <b>Science Activity Documentation</b> | How to document child learning and participation in the activity clearly represents the learning process related to the identified science concept or objective. | How to document child learning and participation in the activity represents the learning process related to the identified science concept or objective in part. | How to document child learning and participation in the activity is not clearly related to the identified science concept or objective.          | How to document is vague and unclear or unrelated to the identified science concept or objective.       |

| NAEYC Standards & Key Elements                                                                                                        | Criteria                                    | Exceeds Expectations<br>3                                                                                                                 | Meets Expectations<br>2                                                                                                                              | Progressing Toward Expectations<br>1                                                                                                                        | Does Not Meet Expectations<br>0                                                                |
|---------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| 1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children | <b>Math Activity DAP Explanation</b>        | Explanation can well-articulate a strong knowledge of DAP including an understanding of age related characteristics of child development. | Explanation expresses an acceptable knowledge of DAP including understanding of age related characteristics of child development.                    | Explanation only partial explains or is confusing indicating a basic knowledge of DAP or understanding of age related characteristics of child development. | Explanation does not demonstrate an understanding of DAP or developmental age characteristics. |
|                                                                                                                                       | <b>Science Activity DAP Explanation</b>     | Explanation can well-articulate a strong knowledge of DAP including an understanding of age related characteristics of child development. | Explanation expresses an acceptable knowledge of DAP including understanding of age related characteristics of child development.                    | Explanation only partial explains or is confusing indicating a basic knowledge of DAP or understanding of age related characteristics of child development. | Explanation does not demonstrate an understanding of DAP or developmental age characteristics. |
| 1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children | <b>Math Activity Theoretical Support</b>    | Knowledge of developmental theory is well-chosen, accurately identified and explained related to this learning activity.                  | Knowledge of developmental theory is somewhat appropriately identified and explained related to this learning activity with some degree of accuracy. | Knowledge of developmental theory is identified and explained but is not clearly related to this learning activity or lacks a degree of accuracy.           | Knowledge of developmental theory inaccurate and not explained.                                |
|                                                                                                                                       | <b>Science Activity Theoretical Support</b> | Knowledge of developmental theory is well-chosen, accurately identified and explained related to this learning activity.                  | Knowledge of developmental theory is somewhat appropriately identified and explained related to this learning activity with some degree of accuracy. | Knowledge of developmental theory is identified and explained but is not clearly related to this learning activity or lacks a degree of accuracy.           | Knowledge of developmental theory inaccurate and not explained.                                |



| <b>NAEYC Standards &amp; Key Elements</b>                                                                                                                                     | <b>Criteria</b>                                      | <b>Exceeds Expectations<br/>3</b>                                                                                                                                                                                        | <b>Meets Expectations<br/>2</b>                                                                                                                                                                                           | <b>Progressing Toward Expectations<br/>1</b>                                                                                                                                                                 | <b>Does Not Meet Expectations<br/>0</b>                                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5c: Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child. | <b>Math Activity Description of Engagement</b>       | Description demonstrates deep knowledge of math content and resources to create meaningful math learning experiences for children.                                                                                       | Description demonstrates adequate knowledge of math content and resources to create meaningful learning experiences for children.                                                                                         | Description demonstrates minimal knowledge of learning standards, math content, and resources to create meaningful learning experiences for children.                                                        | Description demonstrates a knowledge of learning standards, math content, and resources to create meaningful learning experiences for children.                  |
|                                                                                                                                                                               | <b>Science Activity Description of Engagement</b>    | Description demonstrates deep knowledge of science content and resources to create meaningful math learning experiences for children.                                                                                    | Description demonstrates adequate knowledge of science content and resources to create meaningful learning experiences for children.                                                                                      | Description demonstrates minimal knowledge of learning standards, science content, and resources to create meaningful learning experiences for children.                                                     | Description demonstrates a knowledge of learning standards, science content, and resources to create meaningful learning experiences for children.               |
|                                                                                                                                                                               | <b>Professionalism Writing Structure and Grammar</b> | Written work contains no grammatical punctuation errors and materials are presented in a professional way (materials are well-organized, neat, attractive, accessible, interesting to children, accessible for parents). | Written work contains less than 3 grammatical or punctuation errors but is presented in a professional way (materials are well-organized, neat, attractive, accessible, interesting to children, accessible for parents). | Written work may or may not have less than 3 errors but materials are not presented in a professional way (materials have some problems with organization, neatness, appeal or problems with accessibility). | Written work contains 3 or more grammatical errors and is presented in a less than professional way (materials are unorganized or uninviting or hard to access). |

d.4) Data table for this assessment, if available, showing one or two applications of the assessment, aligned with the 2010 NAEYC Standards for Initial Early Childhood Professional Preparation Programs. If data are presented, the data should be disaggregated by standard. If you are submitting multiple programs in one Self-Study Report, you should also disaggregate the data by degree program. (Note: Programs are not required to submit data to earn initial accreditation.)

## d.1) EVIDENCE CHART

### Key Assessment 4: Case Study

Briefly describe the assignment and list the courses that use this assignment.

CHF 2600 Introduction to Early Childhood is the only course using this assignment. One case study is used as an in-class discussion. The other as an exam question. Prior learning experiences that build foundational knowledge include guest speakers from Head Start and the local school district Special Needs Prekindergarten program and opportunities to observe in these programs. Readings on diversity in the history of Early Childhood Education including the Merriam Report, Civil Rights Movement, and Bilingual Education. Discussion of the significance of culture and identity in child development, risk, resilience, and individualizing practices. An introduction to cultural competence, culturally responsive practices, and anti-bias education. The Case Studies provide candidates with an opportunity to practice synthesizing these experiences to applied situations. First, with a group of peers to facilitate sharing perspectives and expanding the frame. Then as an exam question to assess competencies of individual candidates. The case study scenarios are provided in the assignment directions. Assignment questions that candidates respond to are below:

#### Culturally Responsive and Individualizing Practices Case Study Discussion & Exam Questions.

Candidates are provided with a case study to analyze and asked to answer the following questions.

1. Identify competencies that are age appropriate and those that are individualized special needs.
2. Identify risk and protective factors that are influenced by nature and by nurture.
3. Describe two culturally responsive strategies that could be used to address the problem while fostering child development and positive identity.

Place an X under the NAEYC Standards assessed through this activity

STD = standard

| STD1 |   |   | STD 2 |   |   | STD3 |   |   |   | STD4 |   |   |   | STD5 |   |   | STD6 |   |   |   |   |
|------|---|---|-------|---|---|------|---|---|---|------|---|---|---|------|---|---|------|---|---|---|---|
| a    | b | c | a     | b | c | a    | b | c | d | a    | b | c | d | a    | b | c | a    | b | c | d | e |
| X    | X |   | X     | X | X |      |   |   |   |      |   |   |   |      |   |   |      |   |   |   |   |

Briefly summarize candidate performance data from this key assessment. If your program has not yet collected data from this key assessment, explain the program's plans to collect data related to the standards.

This assessment has been used for several semesters previous to being used as a key assessment. A key assessment rubric was developed and piloted Spring of 2017. Student individual competencies will be summarized at the end of each semester and aggregated each year. Data will be collected for questions submitted from working with a group and as an individual exam question.

Describe how data from this key assessment are being used (or will be used) to improve teaching and learning related to the standards.

At the end of each academic year, all Early Childhood instructors will meet and use data from this key assessment to evaluate candidates' progress towards NAEYC Professional Preparation Standards and discuss ways to improve program quality. Data will be used to examine candidate progress towards Standards 1a, 1b, 2a, 2b, and 2 c. The course faculty instructor will use the information to adjust instructional strategies to expand candidates' knowledge of teaching strategies that are culturally responsive and individualize instruction.

Briefly describe how this key assessment supports the program's context related to one or more Accreditation Criteria.

The purpose of this key assessment is to provide an indicator that candidates enter practicum experiences with the foundational preparation needed to successfully work with diverse families. The program conceptual model (Criterion 2) emphasizes engaging adult candidates in developing evidence-based practices and professional competencies for working with diverse children and families. This key assessment supports the program context by providing an indicator of candidate foundational preparation towards NAEYC Professional Preparation Standards 1 and 2, and progress towards supportive skills for drawing upon multiple sources to critically reflect (Criterion 6). This key assessment is a formative assessment that provides an indicator of progress that ensures foundational knowledge is in place in the sequence of course work before candidates progress to working with children and families (Criterion 3). Case study analysis instructional strategies are used to provide an opportunity for candidates to practice applying skills to work with diverse families and communities (Criterion 4).

d.2) The directions or guidelines for Key Assessment 4 as they are given to candidates

**Case Study for Culturally Responsive and Individualizing Practices:** Please read the scenario below then respond to the following:

1. Identify competencies that are age appropriate and individualized special needs.
2. Identify risk and protective factors that are influenced by nature and by nurture.
3. Describe two culturally responsive strategies that could be used to address the problem while fostering the child's positive identity.

### **Case Study 1: In-class Small Group Discussions**

It is October in the Kindergarten year. Rylan is a 5-year-old kindergartener in a full day private school faith based (Jewish) kindergarten. His birth mother was a European American. His birth father was an immigrant from Mexico. Rylan was removed from the home of his birth mother in his first few months of life by the state social services department. He has never had contact with his father. He was placed with his mother's sister and her partner. They attend a nondenominational local Christian church and are a lesbian couple. Rylan has very poor eye sight and wears glasses. He also displays signs of anxiety pacing the room, stuttering occasionally, and maintaining close proximity to the teacher. He displays behaviors that his mothers are concerned are obsessive compulsive tendencies. He becomes anxious when there is even a slight deviation from routines, when something that is his is moved by someone else, and frequent hand washing. His mothers have made arrangements for him to see a mental health specialist.

Rylan arrives at school each day excited and eager to begin the day. He is always prepared with "homework". His mothers both attend parent teacher conferences and chat with teachers easily during pick-up and drop-off. His family lives in a middle-class, safe neighborhood.

Although he is one of the younger children in the class he watches for opportunities to join in the play with others in ways that complement their play, but is unable to extend more complex symbolic sociodramatic play for longer periods of time. During child directed time he typically chooses the woodworking, blocks, or computer areas. He does not seem to have one consistent friend. He plays with both boys and girls.

Rylan consistently writes the first 3 letters in his first name and recognizes the names of the letters. Below is a self-portrait he drew. He completes his daily journals by copying the date on his paper, writing part of his name, and drawing a picture and is eager to tell the teachers about his experiences at home. He has difficulty naming most letters and knows letter sounds for the first few letters in his name. He can count the sequence of numbers from 1-10 and recognizes each number symbol (e.g. 1,2,3, 4, 5...).



### Case Study 2: Exam Question

Little Sparrow is a 3-year old Native American child who was born with Down syndrome. Her family believes that such births are natural and that Little Sparrow's contributions to the community are important, however small. The community's goal is to maintain harmony among everyone. Little Sparrow is enrolled in Head Start on the reservation that has been supported by community leaders. It is September and Head Start program standards require intervention services are provided to children with disabilities. The family has agreed for Little Sparrow to receive disability services. The teachers are members of the tribe, but they must work with the disabilities coordinator, who is not.

Little Sparrow smiles easily and has easily made friends with several children in the classroom. She engages in short conversations with other children using 2-3 word sentences in her home language. Her speech shows a few "slushy" sound articulation errors, which leads to occasional misunderstandings with peers and teachers. Classroom teachers must watch her closely as she may wander off to explore the school on her own during transitions to the playground or when she is uninterested in classroom activities. Little Sparrow recognizes her name when written in her home language and shows one-to-one correspondence when setting the snack table with napkins and cups. The disability coordinator and teachers are working on helping Little Sparrow improve her functional skills such as feeding herself and toileting, and she is making progress in school. The disabilities coordinator meets with the family to ensure that they will follow up on the effective strategies at home. But the family seems nonresponsive. They can't understand why the school is so concerned about changing Little Sparrow when they love her just the way she is. They are concerned that she will be singled out for special attention among the other children, and this could upset the harmonious relationships in their community.

d.3) The rubric or scoring guide for Key Assessment 4 that is used by faculty or field supervisors to evaluate candidate work on each key assessment

**CHF 2600 Introduction to Early Childhood  
Case Study for Individualizing and Culturally Responsive Practices  
Grading Rubric (6 points)**

| <b>NAEYC Standards &amp; Key Elements</b>                                                           | <b>Criteria</b>                                                                                                                                                                                       | <b>Exceeds Expectations<br/>3</b>                                                                                                                                                                                                                   | <b>Meets Expectations<br/>2</b>                                                                                                                                                             | <b>Progressing Toward Expectations<br/>1</b>                                                                                                                                                     | <b>Does Not Meet Expectations<br/>0</b>                                               |
|-----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| 1a: Knowing and understanding young children’s characteristics and needs, from birth through age 8. | Demonstrates knowledge and understanding of age appropriate developmental competencies, as well as individual special needs.                                                                          | Accurately identifies 3 age appropriate competencies and individual special needs.                                                                                                                                                                  | Accurately identifies 2 age appropriate competencies and individual special needs.                                                                                                          | Accurately identifies 1 age appropriate competencies and individual special needs.                                                                                                               | Accurately less than 1 age appropriate competency or individual special need          |
| 1b: Knowing and understanding the multiple influences on early development and learning             | Demonstrates knowledge of the complex influences of nature and nurture risk and protective factors on children’s learning and development.                                                            | Describes 2 nature and nature, risk and protective factors for each area (8+ total).                                                                                                                                                                | Describes at least 1 nature and nature, risk and protective factors for each area (at least 4-7 total).                                                                                     | Describes at least 1 nature or nature, risk and protective factors (2-3 total).                                                                                                                  | Describes at least 1 nature or nature, risk and protective factors (1 or less total). |
| 2a: Knowing about and understanding diverse family and community characteristics                    | Demonstrates an understanding of diverse family and community strengths and values, as well as challenges.                                                                                            | Describes 2-4 family and community strengths and values, and 1-2 needs.                                                                                                                                                                             | Describes 1-2 family and community strengths and at least 1 need.                                                                                                                           | Describes only needs or strengths.                                                                                                                                                               | Describes superficial or inaccurate needs.                                            |
| 2b: Supporting and engaging families and communities through respectful, reciprocal relationships   | Suggested strategies reflect practices that will foster respectful reciprocal relationships that build on family and community values and strengths, promote child development and positive identity. | Two strategies are suggested. Both reflect practices that foster respectful reciprocal relationships that build on family and community values and strengths, while developing shared goals for promoting child development, and positive identity. | One strategy that reflects fostering respectful reciprocal relationships that build on family and community values and strengths, while promoting child development, and positive identity. | Strategies demonstrate an intent of respect but lack openness and transparency or focus on challenges rather than developing shared goals for promoting child development and positive identity. | Strategies are superficial and do not reflect culturally responsive practices.        |

d.4) Data table for this assessment, if available, showing one or two applications of the assessment, aligned with the 2010 NAEYC Standards for Initial Early Childhood Professional Preparation Programs. If data are presented, the data should be disaggregated by standard. If you are submitting multiple programs in one Self-Study Report, you should also disaggregate the data by degree program. (Note: Programs are not required to submit data to earn initial accreditation.)

## d.1) EVIDENCE CHART

### Key Assessment 5: Webbing Observation

Briefly describe the assignment and list the courses that use this assignment.

The Webbing Observation is an assessment completed by candidates taking CHF 2620 Planning Creative Experiences with Young Children. In addition to time in class and related course work, candidates are required to spend 2 hours each week in a lab classroom with children practicing skills related to course content and necessary for planning creative learning experiences with young children. This assessment allows candidates to develop skills for observing children, practice efficient and effective methods to document observations of individual child learning within the planned curriculum, and reflect on the meaning of their specific observations related to intentionally planning curriculum based on each child's interests and needs. Candidates choose two children to observe during child-directed time in the lab classroom. Both children are observed on the same day. During the observation, the candidates note what learning experiences the children participate in and if those experiences meet a documented need or interest of the child. Candidates document this process using an observational web format including individual child webs and a *realtime* curriculum planning web. At the conclusion of the observation period, candidates write a reflective evaluation of each child's experience based on what they know about the child and how this type of information could inform teaching interactions, curriculum planning, and assessment.

Place an X under the NAEYC Standards assessed through this activity

STD = standard

| STD1 |   |   | STD 2 |   |   | STD3 |   |   |   | STD4 |   |   |   | STD5 |   |   | STD6 |   |   |   |   |
|------|---|---|-------|---|---|------|---|---|---|------|---|---|---|------|---|---|------|---|---|---|---|
| a    | b | c | a     | b | c | a    | b | c | d | a    | b | c | d | a    | b | c | a    | b | c | d | e |
|      |   |   |       |   |   | X    | X | X |   |      |   |   |   |      |   | X |      |   |   |   |   |

Briefly summarize candidate performance data from this key assessment. If your program has not yet collected data from this key assessment, explain the program's plans to collect data related to the standards.

CHF 2620 Planning Creative Experiences with Young Children is taught every fall and spring semesters often with two sections each semester. The Webbing Observation assessment has to be used as one of the observation assignments related to planning curriculum and instruction in this course for a number of years. The rubric used for grading has been revised to be consistent between instructors to better meet the NAEYC Accreditation requirements for assessing the competencies candidates gain in this program related to standards 3a, b, c, and 5c. Data will be collected from this assessment each semester. This observation is submitted in hard copy and graded using the 4-point rubric. The percentage of candidates whose score either *exceeds expectations* or *meets expectations* for each criterion aligned with a standard key element will be considered to have satisfactorily met the key elements of standard 5. Data from this assessment will also be combined with Key Assessment 1 to assess key element 3b and Key Assessment 5 to assess key element 5c.

Describe how data from this key assessment are being used (or will be used) to improve teaching and learning related to the standards.

At the end of each academic year, all Early Childhood instructors will meet and use data from this key assessment to evaluate candidates' progress towards NAEYC Professional Preparation Standards and discuss ways to improve program quality. In CHF 2620 Planning Creative Experiences with Young Children, the knowledge and practice of doing systematic



observations and documentation are critical to understanding types of authentic assessments that should be completed by teachers in high quality early childhood programs. Therefore, it is essential to give pre-service teachers the opportunity to develop these skills as early childhood professionals. The data from this key assessment has been used to focus course instruction more intentionally on assessment in the cycle of planning learning experiences. It is used by candidates in this course as part of the planning, implementing, and evaluating of the learning experiences they plan and implement with the children in the lab classrooms in which they are assigned. Anecdotally, candidates report that this observation is of high value in assessing individual children's interests and needs to support their planning. The commitment to collect data as a key assessment in the program will inform an understanding of candidates' progress towards observing, documenting, assessing the learning and development of young children (Standard 3a, 3b, and 3c,) and using knowledge of standards and resources to plan and implement appropriately challenging curriculum (Standard 5c).

**Briefly describe how this key assessment supports the program's context related to one or more Accreditation Criteria.**

The primary purpose of this key assessment is to provide an indicator that candidates advance their understanding of the importance of authentic assessment through observation and documentation in the process of planning curriculum. This key assessment is aligned with our program philosophy because it required that candidates demonstrate critical thinking and reflection while also considering the developmental diversity of the child (Criterion 1). The program conceptual framework is reflected in this key assessment as the framework is constructed around the NAEYC core considerations and guidelines of developmentally appropriate practice that take into account each child's level of development, individual interests and culture while recognizing the importance of assessment in the process of planning, implementing and evaluating effective learning experiences (Criterion 2). This observation requires candidates grow in knowledge, understanding, and use of developmentally appropriate practices. This particular assessment is one of a variety of strategies used in field experiences that are consistent with NAEYC values (Criterion 5).

d.2) The directions or guidelines for Key Assessment 5 as they are given to candidates

## CHF 2620 Webbing Observation

The objective of this assignment is that you will demonstrate assessment skills using focused observations of individual child-behavior within the classroom to enhance your ability to individualize planning in the context of the group instruction.

Choose two **focus children** to observe for this assignment. Remember you want to develop relationships with ALL of the children in the classroom but we know individual assessment is an integral part of planning as you design learning experiences that accommodate individual differences, interests, and needs.

Based on the **Buell & Sutton article** on using child-centered webbing (Web 1), you will be creating a web for the two children you choose as your focus for the observation.

You will also create a realtime curriculum/lesson plan webbing (Web 2). This observation must include centers time when the children freely choose their own learning activities.

To complete this assignment, you will need to spend both hours of your lab time in the observation booth. Please remind your mentor teacher of when you will be doing this observation so she can plan accordingly.

### Assignment Details

You will need:

#### **Materials**

- Three pieces of 8 ½" x 11" scratch paper (one for a rough draft for each focus child and one for the rough draft for the *realtime* web).
- Two large pieces of construction paper (12" x 18") folded in half (one for each focus child).
- Colored writing instruments and a ruler are suggested for visual clarity and differentiation of important elements.

#### **Focused Webbing Observation-**

Prior to the observation:

1. Create an individual needs and interests web, **Web 1**, for each focus child based on your knowledge of each child include the age of the child.
  - On the LEFT side of the child's name show FOUR areas that are needs or "opportunities for growth".
  - On the RIGHT side of the child's name show FOUR current interests of the child. Interests are not just the centers available that the child is interested the day of the observation. Interests include your previous assessment and knowledge of those activities the child likes to do, topics of interest, or that which holds the child's engagement during play.

During the observation,

2. On your large sheets recreate your Web 1's on the left half of the large papers and then create the current day's curriculum plan, **Web 2** on the right half. Do this by, write the date of the observation

in the center of the web. Indicate around the center the planned learning experiences for that day. Be sure to indicate which activities that are planned. Check the mentor teacher's lesson plans for this information.

3. For each of the children you have chosen to focus on for this assignment, record which activities each child participates in. As you are observing, pay particular attention to the ways in which children's needs or opportunities for growth (areas on the left side of their names) and interests (areas on the right side of their names) interface with the activities. Draw the lines between the needs and interests that are being met in each experience they are engaged. Then detail how this experience met the need/interest on the connecting line you drew.

If the child chooses an experience that is not part of the planned experiences, make a note of this in a box in the bottom right corner and describe the needs/interests that is met.

After your observation

- **Evaluation –**
  - At the bottom or back of each combined web paper, reflect on and evaluate your observations including insights and implications for planning. This should be written in paragraph form.
    - Respond to the following:
      1. How effective were the learning experiences planned today in meeting this child's needs/areas for growth and interests?
      2. What are the implications for your future curriculum planning of learning experiences? Give a specific example of individual considerations you could include in your planning specifically for these two focus children.

This assignment is meant to help you practice ways to evaluate your curriculum plans and how it meets the need and interests of individual children. The goal is for you to see time effective ways you can gather information that will help you individualize more effectively, see what children are learning, evaluate our curriculum and support children growth. Please do not rewrite or recreate as you will not when the classroom is your own.

d.3) The rubric or scoring guide for Key Assessment 5 that is used by faculty or field supervisors to evaluate candidate work on each key assessment

**CHF 2620 Webbing Observation  
(20 points total)**

| NAEYC Standards & Key Elements                                                                                        | Criteria                                                      | Exceeds Expectations<br>3                                                                                                                                                                                                                                                                                                                                             | Meets Expectations<br>2                                                                                                                                                                                                                                                                                              | Progressing Toward Expectations<br>1                                                                                                                                                                                                            | Does Not Meet Expectations<br>0 |
|-----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
|                                                                                                                       | <b>Professional Presentation</b>                              | Children observed for 2 hours; webs can be read easily/legible                                                                                                                                                                                                                                                                                                        | Children observed for 2 hours; webs are complete but cannot be read easily/illegible                                                                                                                                                                                                                                 | Only one child observed; observations are incomplete or cannot be read easily/illegible                                                                                                                                                         | Not completed                   |
| <b>3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches.</b> | <b>Child-Centered Web (Web 1)</b>                             | <ul style="list-style-type: none"> <li>• Child’s name and age in middle of web.</li> <li>• Clear documentation of interests and needs learned through specific child observation appropriate to the instructions for webbing as an assessment tool</li> <li>• Documents at least 4 interests (right) and 4 developmental needs (left) of each child’s web.</li> </ul> | <ul style="list-style-type: none"> <li>• Child’s name and age in middle of web.</li> <li>• Documents interests and developmental needs learned through observation but more general or specific</li> <li>• &lt; 4 Interests (right) or &lt;4 (left) developmental needs noted each child’s web.</li> </ul>           | <ul style="list-style-type: none"> <li>• Documentation is notably incomplete or unclear that information was gathered through observation of specific children..</li> </ul>                                                                     | Missing component               |
| <b>3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches.</b> | <i>realtime</i><br><b>Curriculum/ Lesson Plan Web (Web 2)</b> | Web includes: <ul style="list-style-type: none"> <li>• Date of observation in center of web</li> <li>• Clearly documents all learning experiences from lesson plan</li> </ul>                                                                                                                                                                                         | Web includes: <ul style="list-style-type: none"> <li>• Date of observation in center of web</li> <li>• several planned experiences but some are omitted from lesson plan</li> </ul>                                                                                                                                  | Web is incomplete missing critical information.                                                                                                                                                                                                 | Missing component               |
| <b>3c: Understanding and practicing responsible assessment to promote positive outcomes for each child</b>            | <b>Connections between Web 1 &amp; Web 2</b>                  | <ul style="list-style-type: none"> <li>• Each connection between children needs and interests are noted by a connecting line.</li> <li>• All line connections are supported by text.</li> <li>• Text clearly describes how the interests or needs were met to promote positive child outcomes</li> </ul>                                                              | <ul style="list-style-type: none"> <li>• Each connection between children needs and interests are noted by a connecting line.</li> <li>• Line connections are supported by text.</li> <li>• Text is vaguely or disjointedly describes how the needs or interests were to promote positive child outcomes.</li> </ul> | <ul style="list-style-type: none"> <li>• Each connection between child needs and interests are noted by a line.</li> <li>• Line connections are not supported by text so no indication of how positive child outcomes were promoted.</li> </ul> | Missing component               |

| <b>NAEYC Standards &amp; Key Elements</b>                                                                                                                                            | <b>Criteria</b>                                                              | <b>Exceeds Expectations<br/>3</b>                                                                                                                                                                                                                                                                                                                                                                                               | <b>Meets Expectations<br/>2</b>                                                                                                                                                                                                                                                                                                                 | <b>Progressing Toward Expectations<br/>1</b>                                                                                                                                                                                                                                                                | <b>Does Not Meet Expectations<br/>0</b>                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| <b>3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches.</b>                                                                | <b>Other Areas of Interest</b>                                               | Experiences that child participated in that were not planned experiences on the lesson plan but met an interest or need are clearly described.                                                                                                                                                                                                                                                                                  | Experiences that child participated in that were not planned experiences on the lesson plan but met an interest or need are vaguely noted                                                                                                                                                                                                       | Experiences that child participated in that were not planned experiences on the lesson plan but meet a need or an interest are clearly indicated                                                                                                                                                            | Other areas are not included                                                       |
| <b>3a: Understanding the goals, benefits, and uses of assessment.</b>                                                                                                                | <b>Evaluation Part 1 Effectiveness of Planned Learning Experiences</b>       | <ul style="list-style-type: none"> <li>• Demonstrates a high level of skill in interpreting assessment results and discussing how the information can inform practice.</li> <li>• Reflection includes an in-depth evaluation of the day's experiences in terms of meeting the needs and interests of this individual child and discusses the implications.</li> <li>• Meaningful and original insights demonstrated.</li> </ul> | <ul style="list-style-type: none"> <li>• Assessment results are interpreted and used to inform practice</li> <li>• Reflection includes an evaluation of the day's experiences in terms of meeting the needs and interests of this individual child and discusses the implications.</li> <li>• Reflection is general and superficial.</li> </ul> | <ul style="list-style-type: none"> <li>• Assessment results are not adequately interpreted and/or not used to inform practice.</li> <li>• Evaluation of the lesson in terms of planning and teaching to have impact on candidate learning is inadequate.</li> <li>• Reflection brief or missing.</li> </ul> | Interpretation and reflection is not included                                      |
| <b>5c: Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.</b> | <b>Evaluation Part 2 Implications for Future Planning for Child Outcomes</b> | <ul style="list-style-type: none"> <li>• Specific implications for future planning are clearly described linking to specific developmentally appropriate learning outcomes/standards.</li> </ul>                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>• Implications for future planning are broad but generally link to developmentally appropriate learning outcomes/standards.</li> </ul>                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• Implications for future planning are vague and do not consider child learning outcomes/standards or are not developmentally appropriate.</li> </ul>                                                                                                                | <ul style="list-style-type: none"> <li>• Implications are not included.</li> </ul> |

d.4) Data table for this assessment, if available, showing one or two applications of the assessment, aligned with the 2010 NAEYC Standards for Initial Early Childhood Professional Preparation Programs. If data are presented, the data should be disaggregated by standard. If you are submitting multiple programs in one Self-Study Report, you should also disaggregate the data by degree program. (Note: Programs are not required to submit data to earn initial accreditation)

## d.1) EVIDENCE CHART

### Key Assessment 6: Structure and Process Quality Observation

Briefly describe the assignment and list the courses that use this assignment.

This Structure & Process Quality Observation paper is the final exam for the course CHF 2600 Introduction to Early Childhood. The purpose of this assignment is to synthesize key concepts learned throughout this course focused on using professional guidelines to observe and evaluate classroom quality, and examine implications for public policy. Knowledge of professional standards for classroom quality will be used to describe and evaluate structure and process quality in two classrooms (2 hours observation each). The two classrooms must be in different programs OR in the same program with different age of children (prekindergarten, kindergarten). Two professional observational measures of quality will be used. The adapted NAEYC accreditation structure quality observation. The CLASS observation of process quality (two 20 minute cycles and summary page). Completed observations forms should be attached as an appendix. Age appropriate examples of the 5 Effective Guidelines from the position statement Developmentally Appropriate Practice and the NAEYC Code of Ethical Conduct will be used to support analysis and evaluation of classroom quality. Course concepts will be applied to examine the influence of the broader context on classroom quality and implications for public policy. Candidates will complete the observation before the last class period and bring their observational notes to class. Small group discussions will be used to critically discuss and reflect on how contextual influences on structure and process quality and influences of classroom quality on child development.

Place an X under the NAEYC Standards assessed through this activity

STD = standard

| STD1 |   |   | STD 2 |   |   | STD3 |   |   |   | STD4 |   |   |   | STD5 |   |   | STD6 |   |   |   |   |
|------|---|---|-------|---|---|------|---|---|---|------|---|---|---|------|---|---|------|---|---|---|---|
| a    | b | c | a     | b | c | a    | b | c | d | a    | b | c | d | a    | b | c | a    | b | c | d | e |
|      |   |   |       |   |   |      |   |   |   | X    | X |   |   |      |   |   | X    | X | X | X | X |

Briefly summarize candidate performance data from this key assessment. If your program has not yet collected data from this key assessment, explain the program's plans to collect data related to the standards.

This key assessment has been used as an assignment in CHF 2600 Introduction to Early Childhood Education, a course taught every fall and spring semester during the regular academic year. Revisions were recently made in the self-study for the NAEYC Higher Education Accreditation, especially to better support NAEYC Standard 6. A key assessment rubric was piloted Fall of 2016 and then updated to include Key Element 6e. Data collection plan is to continue to use this assessment in CHF 2600. Candidates enrolled in this course will be asked to complete this assessment and submit on Canvas, the online course management system, and graded based on the rubric that uses a 4-point grading scale. Percentage of candidates who score at or above 2 (Meets Expectations) will be calculated for each grading criterion that aligns with at least one key element of the NAEYC Professional Preparation Standards.

Describe how data from this key assessment are being used (or will be used) to improve teaching and learning related to the standards.

At the end of each academic year, all Early Childhood instructors will meet and use data from this key assessment to evaluate candidates' progress towards NAEYC Professional Preparation Standards and discuss ways to improve program quality. Course instructor will use assessment data to refine the rubric, clarify assignment expectations, and refine instructional strategies used to facilitate the in-class discussion to support candidates in drawing from multiple professional sources to evaluate and reflect on the observation. Data will continue to be used to examine candidate progress towards

standards 4 and 6. The course faculty instructor will use the information to adjust instructional strategies.

Briefly describe how this key assessment supports the program's context related to one or more Accreditation Criteria.

The purpose of this key assessment is to provide an indicator that candidates enter practicum experiences with the foundational preparation needed to successfully apply skills in professionalism and developmentally effective teaching strategies. The program conceptual model (Criterion 2) emphasizes candidate autonomy in constructing individual professional identities and competency in using evidence based developmentally appropriate practices. The role of this foundational course is to prepare candidates for practicum experiences by introducing professional roles and standards, and the position statement developmentally appropriate practices. In the program sequence of content (Criterion 3), mastery of knowledge regarding types of early childhood programs, the Early Childhood Education field, and professional guidelines provide a foundation for professional identity. Knowledge of and ability to accurately observe developmentally appropriate teaching practices, prepares candidate for successful practicum experiences. Supportive skills, such as objective specific professional writing, identifying professional sources, and critical reflection on observed practices, prepares candidates using research to critically reflect on their own practices (Criterion 6).

d.2) The directions or guidelines for Key Assessment 6 as they are given to candidates

**CHF 2600 Introduction to Early Childhood Education  
Structure & Process Quality Observation (4 hours total)**

This paper is the final exam for the course. The purpose of this assignment is to synthesize key concepts learned throughout this course focused on using a professional guideline to observe and evaluate classroom quality, and examine implications for public policy. Knowledge of professional standards for classroom quality will be used to describe and evaluate structure and process quality in two classrooms (2 hours observation each). The two classrooms must be in different programs OR in the same program with different age of children (prekindergarten, kindergarten). Two professional observational measures of quality will be used. The adapted NAEYC accreditation structure quality observation. The CLASS observation of process quality (two 20 minute cycles and summary page). Completed observations forms should be attached as an appendix. Age appropriate examples of the 5 Effective Guidelines from the position statement Developmentally Appropriate Practice and the NAEYC Code of Ethical Conduct will be used to support evaluation of classroom quality. Course concepts will be applied to examine the influence of the broader context on classroom quality and implications for public policy. Candidates will complete the observation before the last class period and bring their observational notes to class. Small group discussions will be used to critically discuss and reflect on how contextual influences on structure and process quality and influences of classroom quality on child development.

The written paper is typically 7-12 pages and includes the following:

1. Introduction that clearly describes the program(s) and 2 classrooms. Information includes program type, mission, philosophy, services provided, demographics of children and families, funding types, quality requirements (e.g. regulations), age of children, teacher-child ratio teacher qualifications, and maximum group size.

2. Structure Quality

A. Description: The adapted version of the NAEYC accreditation classroom observation is completed for each classroom and attached. Specific and objective observation description summarizes criteria that were met, partially met, and unmet for all 7 areas of structure quality in each classroom.

B. Evaluation: Critically analyzes and evaluates the structure quality in each classroom. Support conclusions by comparing specific examples of described strengths and areas for improvement to age appropriate examples of

3. Process Quality

A. Description: Two completed cycles of the CLASS observation are attached for each classroom (20 minutes each with summary page). Objective and specific examples are used to summarize quality within each domain and rationale for domain and dimension averages in each classroom (3 domains, 10 dimensions).

B. Evaluation: Critically analyzes and evaluates the process quality in each classroom and support conclusions by comparing specific examples of described strengths and areas for improvement to age appropriate examples of DAP 5 guidelines.



4. Application of NAEYC Code of Ethical Conduct: Evaluate professionalism in each classroom using the NAEYC Code of Ethical Conduct to identify examples of observed practices from each classroom that exemplify or are contrary to ethical responsibilities.

5. Conclusion: Briefly summarize what was observed and evaluation conclusions. Then critically reflects on the following:

- areas of strength and needed improvement for each classroom
  - how structure quality may influence process quality
  - how children's developmental and learning outcomes were influenced by the structure and process quality Insights, including consideration of the child's perspective and approaches to learning
  
- how the broader program context such as philosophy, services, family demographics, funding, quality regulations, teacher-child ratio, teacher qualifications and maximum group size may influence classroom structure and process quality and implications for public policy
  
- Close the paper by identify key professional insights gained and implications for personal professional practices. (more on next page)

6. Portfolio Artifact Rationale: Identify an appropriate NAEYC Professional Standard that this assignment exemplifies. Describe how the assignment connects to the standard. Describe your progress towards the standard. Identify a next step for continuing progress toward the standard.

All content should reflect an understanding consistent with the position statement Developmentally Appropriate Practices. Appropriate professional sources should be used and cited.

7. APA formatting is followed for title page, citations with page numbers, and references.

d.3) The rubric or scoring guide for Key Assessment 6 that is used by faculty or field supervisors to evaluate candidate work on each key assessment

**CHF 2600 Introduction to Early Childhood  
Classroom Structure and Process Quality Observation Grading Rubric (25 points)**

| <b>NAEYC Standards &amp; Key Elements</b>                                                                                                  | <b>Criteria</b>                                                                                                                                                                                                                                                                                                       | <b>Exceeds Expectations<br/>3</b>                                                                                                                                                                                                                      | <b>Meets Expectations<br/>2</b>                                                                                                                                                                                                           | <b>Progressing Toward Expectations<br/>1</b>                                                                                                                      | <b>Does Not Meet Expectations<br/>0</b>                                                                  |
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| 7. Observe and practice in at least two of the three early childhood age groups and in the variety of settings that offer early education. | <i>Time log documents 4 hours in prekindergarten (3 -5) or kindergarten classrooms.</i>                                                                                                                                                                                                                               | 4 or more hours                                                                                                                                                                                                                                        | 2-3 hours                                                                                                                                                                                                                                 | Less than 2 hours                                                                                                                                                 | Not documented                                                                                           |
| 6b. Knowing about and upholding ethical standards and other early childhood professional guidelines                                        | <i>Introduction describes the program(s) and 2 classrooms. Information includes program type, mission, philosophy, services provided, demographics of children and families, funding types, quality requirements/regulations, age of children, teacher-child ratio teacher qualifications, and maximum group size</i> | Accurate specific description of 6 or more features of the program(s) and each classroom that may influence quality.                                                                                                                                   | Accurate specific description of 3-5 features of the program(s) and each classroom that may influence quality.                                                                                                                            | General description of 2-3 features of the program(s) and each classroom that may influence classroom quality                                                     | Vague description of 1-2 features or of the program and each classroom, or less.                         |
| 6b. Knowing about and upholding ethical standards and other early childhood professional guidelines                                        | <i>Structure Quality Description: The adapted version of the NAEYC accreditation classroom observation is completed for each classroom. Objective specific descriptions summarize criteria that were met, partially met, and unmet for all 7 areas of structure quality in each classroom.</i>                        | Objective specific descriptions are used to summarize met, unmet, or partially met for all 7 areas of structure quality for each classroom.                                                                                                            | Objective specific descriptions are used to summarize met, unmet, or partially met for all 5-6 areas of structure quality for each classroom.                                                                                             | General descriptions summarize 3-4 areas of structure quality for each classroom.                                                                                 | Vague description summarizes 1-2 areas structure quality for each classroom, or less.                    |
| 6d. Integrating knowledgeable, reflective, and critical perspectives on early education                                                    | <i>Structure Quality Evaluation: Critically analyzes and evaluates structure quality in each classroom and supports conclusions by comparing specific examples of described strengths and areas for improvement. To age appropriate examples of DAP 5 guidelines.</i>                                                 | Critically analyzes and evaluates the overall structure quality in each classroom and supports conclusions comparing 3-4 specific observed practices, two age appropriate examples of DAP 5 guidelines. Considers strengths and areas for improvement. | Analyzes and evaluates the overall structure quality in each classroom and supports conclusions by using 2-3 specific observed practices, to age appropriate examples of DAP 5 guidelines. Considers strengths and areas for improvement. | Compares 1-2 examples of observed structure quality practices to age appropriate examples of DAP 5 guidelines. May focus only on strengths or needed improvement. | Compares 1 or less observed structure quality practices to age appropriate examples of DAP 5 guidelines. |

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| <p>6b. Knowing about and upholding ethical standards and other early childhood professional guidelines</p> | <p><i>Process Quality Description: Two completed cycles of the CLASS observation are attached for each classroom (20 minutes each with summary page). Objective, specific descriptions are used to summarize domain and dimension averages for each classroom (3 domains, 10 dimensions).</i></p>                                                                                                                                                           | <p>Objective specific descriptions used to describe process quality for each classroom using the CLASS measure 3 domains and 10 dimensions.</p>                                                                                                                                                                                                                                                                                   | <p>Objective specific descriptions are used to describe process quality for each classroom using the CLASS measure 3 domains and at least 6-8 dimensions</p>                                                                                                                                                                                                                            | <p>General summary of observed process quality using the CLASS measure for at least 2 domains and/or 3-5 dimensions</p>                                                                                                                                              | <p>General summary of observed process quality using the CLASS measure for less than 2 domains and/or 3 dimensions</p>                                              |
| <p>6e. Engaging in informed advocacy for children and the profession</p>                                   | <p><i>NAEYC Code of Ethical Conduct: Demonstrates being familiar with the Code of Conduct by accurately identifying and applying how specific examples of what was observed in the classroom connects to 3 ethical principles</i></p> <p><i>Conclusion: Uses 3 sources of knowledge to critically reflect on the broader context and challenges with which early childhood professionals work and develop 2 implications for central policy issues.</i></p> | <p>NAEYC Code of Ethical Conduct: Demonstrates being familiar with the Code of Conduct by accurately identifying and applying how specific examples of what was observed in the classroom connects to 2 ethical principles</p> <p>Conclusion: Uses 2 sources of knowledge to reflect on the broader context and challenges with which early childhood professionals work and develop 1 implication for central policy issues.</p> | <p>NAEYC Code of Ethical Conduct: Demonstrates being familiar with the Code of Conduct by identifying examples of what was observed in the classroom connects to 1 ethical principles</p> <p>Conclusion: Uses 1 sources of knowledge to reflect on the broader context and challenges with which early childhood professionals work and recognizes influence 1 public policy issue.</p> | <p>NAEYC Code of Ethical Conduct: Demonstrates being familiar with the Code of Conduct identifying at least one example of an ethical principles</p> <p>Conclusion: reflects on the broader context and challenges with which early childhood professionals work</p> | <p>NAEYC Code of Ethical Conduct: Examples of principles is inaccurate</p> <p>Conclusion: reflects on challenges on the program levels, but not broader context</p> |

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| 6d. Integrating knowledgeable, reflective, and critical perspectives on early education                                                                                                                                                                | <i>Process Quality Evaluation: Critically analyzes and evaluates process quality in each classroom and supports conclusions by comparing specific examples of described strengths and areas for improvement, to age appropriate examples of DAP 5 guidelines.</i> | Critically analyzes and evaluates process quality and supports conclusions by comparing 3-4 specific examples of described strengths and areas for improvement to age appropriate examples of DAP 5 guidelines.                                                        | Analyzes and evaluates process quality and supports conclusions by comparing 2-3 specific examples of described strengths and areas for improvement to age appropriate examples of DAP 5 guidelines.                 | Compares 1-2 examples of observed process quality practices to age appropriate examples of DAP 5 guidelines. May focus only on strengths or needed improvement.                               | Compares 1 or less observed process quality practices to age appropriate examples of DAP 5 guidelines.                                                      |
| 6b. Knowing about and upholding ethical standards and other early childhood professional guidelines                                                                                                                                                    | <i>Application of NAEYC Code of Ethical Conduct: Evaluates professionalism in each classroom using the NAEYC Code of Ethical Conduct to compare examples of practices from each classroom that exemplify or are contrary to ethical responsibilities.</i>         | Evaluates professionals in the classroom by comparing 2-3 observed classroom practices using the NAEYC Code of Ethical Conduct to support conclusions.                                                                                                                 | Compares 1-2 observed classroom practices by making connections to the NAEYC Code of Ethical Conduct.                                                                                                                | Provides an example of 1-2 professional practices connected to the NAEYC Code of Ethical Conduct.                                                                                             | Provides an example of 1-2 professional practices connected to the NAEYC Code of Ethical Conduct.                                                           |
| 6d. Integrating knowledgeable, reflective, and critical perspectives on early education                                                                                                                                                                | <i>Conclusion: Summarizes what was observed. Uses professional sources to critically reflect on contextual influences of structure and process quality, implications for child development, and personal professional practices.</i>                              | Brief summary of observation. Critical reflection demonstrates ability to draw from 3-4 professional sources to critically reflect on contextual influences of structure and process quality, implications for child development, and personal professional practices. | Reflection demonstrates ability to draw from 2-3 professional sources to reflect on contextual influences of structure and process quality, implications for child development, and personal professional practices. | Reflection demonstrates ability to draw from 1-2 professional sources to identify program strengths and needs. Personal implications are general and not connected to professional practices. | General reflection on observed practices and professional insights without using professional sources. Personal implications are vague.                     |
| 4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children<br>4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology | <i>Demonstrates accurate foundational understanding of the importance of supportive interactions and effective strategies consistent with the position statement developmentally appropriate practices.</i>                                                       | All observed examples and connections to professional resources are accurate, and highlight importance of supportive interactions and effective strategies consistent with the position statement developmentally appropriate practices.                               | All observed examples and connections to professional resources are accurate, and consistent with the position statement developmentally appropriate practices.                                                      | At least 2 observed examples and connection to professional resources are accurate and consistent with the position statement developmentally appropriate practices for each section.         | Less than two observed examples and connections to professional resources are consistent with the position statement developmentally appropriate practices. |

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| 6e. Engaging in informed advocacy for children and the profession                                  | <p><i>NAEYC Code of Ethical Conduct:</i><br/> <i>Demonstrates being familiar with the Code of Conduct by accurately identifying and applying how specific examples of what was observed in the classroom connects to 3 ethical principles</i></p> <p><i>Conclusion: Uses 3 sources of knowledge to critically reflect on the broader context and challenges with which early childhood professionals work and develop 2 implications for central policy issues.</i></p> | <p>NAEYC Code of Ethical Conduct:<br/>         Demonstrates being familiar with the Code of Conduct by accurately identifying and applying how specific examples of what was observed in the classroom connects to 2 ethical principles</p> <p>Conclusion: Uses 2 sources of knowledge to reflect on the broader context and challenges with which early childhood professionals work and develop 1 implication for central policy issues.</p> | <p>NAEYC Code of Ethical Conduct:<br/>         Demonstrates being familiar with the Code of Conduct by identifying examples of what was observed in the classroom connects to 1 ethical principles</p> <p>Conclusion: Uses 1 sources of knowledge to reflect on the broader context and challenges with which early childhood professionals work and recognizes influence 1 public policy issue.</p> | <p>NAEYC Code of Ethical Conduct:<br/>         Demonstrates being familiar with the Code of Conduct identifying at least one example of an ethical principles</p> <p>Conclusion: reflects on the broader context and challenges with which early childhood professionals work</p> | <p>NAEYC Code of Ethical Conduct:<br/>         Examples of principles is inaccurate</p> <p>Conclusion: reflects on challenges on the program levels, but not broader context</p> |
| 6a. Identifying and involving oneself with the early childhood field                               | <p>Portfolio Artifact Rationale:<br/>         Identifies an appropriate NAEYC Professional Standard. Describes how assignment connects to the standard. Describes progress towards the standard. Identifies a next step for continuing progress toward the standard</p>                                                                                                                                                                                                 | <p>Clearly identifies an appropriate NAEYC Professional Standard and describes how assignment connects to the standard. Describes specific student competencies towards the standard. Identifies a next step for continuing progress toward the standard</p>                                                                                                                                                                                   | <p>Identifies an appropriate NAEYC Professional Standard. Describes how assignment connects to the standard. Describes student progress towards the standard. Identifies a next step for continuing progress toward the standard</p>                                                                                                                                                                 | <p>Identifies an appropriate NAEYC Professional Standard. General description of connection to standard, progress, and next steps.</p>                                                                                                                                            | <p>Identifies an NAEYC Professional Standard. Assignment connection to the standard is vague, progress and next steps maybe missing.</p>                                         |
| 6c. Engaging in continuous, collaborative learning to inform practice;                             | <p>Cites appropriate professional sources.</p>                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>4-5 appropriate professional sources are cited</p>                                                                                                                                                                                                                                                                                                                                                                                          | <p>2 - 3 appropriate professional sources are cited</p>                                                                                                                                                                                                                                                                                                                                              | <p>1 appropriate professional source is cited</p>                                                                                                                                                                                                                                 | <p>No professional sources are cited</p>                                                                                                                                         |
| 6c. Engaging in continuous, collaborative learning to inform practice (using professional sources) | <p>APA formatting is followed for title page, cites sources with page numbers, and references.</p>                                                                                                                                                                                                                                                                                                                                                                      | <p>No or minor errors</p>                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>1-3 minor errors</p>                                                                                                                                                                                                                                                                                                                                                                              | <p>3 or more errors</p>                                                                                                                                                                                                                                                           | <p>Substantial formatting errors.</p>                                                                                                                                            |

d.4) Data table for this assessment, if available, showing one or two applications of the assessment, aligned with the 2010 NAEYC Standards for Initial Early Childhood Professional Preparation Programs. If data are presented, the data should be disaggregated by standard. If you are submitting multiple programs in one Self-Study Report, you should also disaggregate the data by degree program. (Note: Programs are not required to submit data to earn initial accreditation.)

d) a two- to four-page narrative reviewing your program's candidate assessment system, strengths, challenges and plans.

**Do your key assessments address all key elements of all six standards? How do you support consistency across course sections and faculty? How has your program evolved and improved in response to new developments in the profession, evidence of effectiveness, and input from stakeholders?**

All key elements of all six NAEYC standards for professional preparation have been addressed in the key assessments described above. Each key assessment includes criteria that address at least two standards with specific criterion assessing specific key elements of those standards. Some standard key elements are therefore addressed with more than one key assessment giving us more data as evidence that candidates are meeting desired competencies.

As a relatively small program, most courses are taught each semester with just one section that is taught by the same faculty member each time. CHF 2610 Guidance Based on Developmental Theory is an exception with two sections taught each fall and spring semesters. This is because CHF 2610 is a required course for Elementary Education majors and is encouraged as an elective course for Special Education majors; both of those programs are housed in the Teacher Education department at Weber State University. The two faculty members who teach this course work closely together to design similar assignments particularly the weekly reflective logs planned around specific observations or tasks that must be completed during their lab/field experience in the Melba S. Lehner (MSL) Children's School (including Key Assessment 2 Reflective Log 10). Likewise, due being a required course for Elementary Education majors, CHF 2620 Planning Creative Experiences with Young Children has traditionally been taught in two sections during fall and spring semesters with instructors working together to provide consistency in key assignments particularly for the three learning experiences candidates must plan, implement, and reflect on during the field experience in the MSL Children's School. However, to support recent Early Childhood program changes that will better support the needs of candidates in these programs, Elementary Education majors will no longer be required to take CHF 2620. A new course has been developed with them in mind. CHF 3620 Curriculum Planning for Kindergarten will now be required for Elementary Education majors to better meet their professional preparation needs.

As part of the self-study process for NAEYC accreditation, faculty have decided on a common metric using a 4-point grading scale for each criterion within an assessment to ensure consistency across all key assessments and facilitate our analysis and interpretation of the data.

As of the 2014-2015 academic year all four of the current full-time tenure-track faculty and the current Director of the MSL Children's School have been a part of an instructional team for supporting candidates in the Early Childhood Program in the Child and Family Studies Department at Weber State. The complementary skills of each member have contributed to the process of continuous quality program improvement in response to the research literature and new findings regarding evidence-based practices. In addition to addressing issues of quality and structure at regular CHF Department and Early Childhood (EC) and Early Childhood Education (ECE) Committee meetings, the instructional team meets at the end of each academic year to discuss ideas to improve our program and better support the success of the candidates in each of our courses.

Significantly the Early Childhood Program is supporting the process of NAEYC Accreditation for Early Learning Programs for the MSL Children's School and the NAEYC Early Childhood Higher Education Programs for our AAS and two BS programs. Although this has been challenging, the faculty have been convinced that this commitment to meeting the standards and criteria for the NAEYC Accreditations

improves our quality for both the children and families we serve in the MSL Children's School and the candidates in our higher education programs. These processes have aided Early Childhood faculty and the Director and mentor teachers in the MSL Children's School in keeping informed about evidence-based practices and refining effective instructional strategies for learning at the college level and for teaching young children using developmentally appropriate practices.

Important stakeholders, such as Early Childhood Utah, Head Start, and Help Me Grow Utah, have been instrumental in motivating some exciting additions to the courses in our program. One example of a specific change made, impacting several of our courses, includes using the Practice Based Coaching (PBC) model to support candidates in setting their own goals for learning and providing high quality effective feedback on their learning and practice, particularly in the early childhood classroom. Another example would be using the Classroom Assessment Scoring System (CLASS) to augment our instruction in many of our core courses regarding the knowledge, understanding, and practice of positive teacher-child interactions. Other efforts in the past three years that have involved candidates in our Early Childhood courses has been an Early Childhood Showcase in which candidates share with each other some of their most significant accomplishments. Most recently, in response to our stakeholders, candidates participated in meeting a community need by helping with the *Help Me Know as My Child Grows* community developmental screening day. This event was well received by all (stakeholders, candidates, and community members). It strengthened candidates understanding of child development and the importance of developmental screenings and their knowledge about resources for young children in the Ogden community.

**(For programs that have collected candidate data on their assessments) Looking across assessments and at each standard, describe what the data on candidate performance on these assessments tell you about the strengths of your program? What does it tell you about challenges in your program? How will this information be used for program planning and improvement?**

Data collection using all key assessments will begin Fall 2017.

**What changes or improvements in your program are you considering for the coming year?**

Beginning in Fall 2017, several program changes will come into effect. These adjustments have been made as a result of our accreditation self-study process. We have refined course content in our two child development courses. CHF 2500 Development of the Child will examine milestone across the domains of development through middle childhood. A new course CHF 3570 Infants and Toddlers: Development and Practice will focus on development and practices at these earliest stages of development. Although this course will not be required as part of the AAS program. Candidates will be encouraged to take this course if they want to work with infants and toddlers. The rationale was that candidates needed to be better prepared for working in settings with infants and toddlers to meet the needs of our community for high quality child care. The new CHF 2670/4670 STEM and Approaches to Learning course was developed to fill a gap in the content knowledge our candidates need for teaching young children in an integrated curriculum using inquiry, discovery, and play-based instructional strategies.